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ABSTRACT

Bibliographical information and annotations for the articles published in the "English Journal" between 1944-63 are organized under 306 general topical headings arranged alphabetically and cross referenced. Both author and topic indexes to the annotations are provided. (See also ED 067 664 for 1st Supplement which covers 1964-1970.) (This document previously announced as ED 067 664.) (SW)

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# Annotated Index to the English Journal

## 1944-1963

Anthony Frederick, S.M.
*Editorial Chairman*

and the

Committee on a Bibliography of
**English Journal** Articles

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

CS 200 383

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# FOREWORD

The Committee on a Bibliography of *English Journal* Articles was constituted by the Executive Committee of the National Council of Teachers of English shortly after the Golden Anniversary meeting in Chicago in November 1960. Council officers felt the time opportune for the establishment of a committee whose published work would make easily accessible the riches of technical information and the stimulus to effective and imaginative teaching scattered in the various volumes of the magazine. In words from the minutes which launched the project, "a published work, annotated and cross indexed as necessary" would "provide substantial aid" for teachers and students generally, and most specifically for teachers of English at the secondary school level, toward whose professional interest and advancement the *English Journal* is primarily directed.

The basic and specific charge to the newly established committee was the preparation of an annotated list of articles that had appeared in the *English Journal* for some two decades past. The listing was to be in terms of author, title, and subject, and it was to include articles under specified column headings. Consultation and correspondence by the Executive Secretary during winter and spring 1961 resulted in appointing a committee chairman, an associate chairman, and a committee membership from men and women in English teaching and supervisory roles who indicated willingness to engage in the project and who were in position to deploy time and energy toward the goal of making the *Journal's* still current professional information available in the form of a published index.

As is obvious from the listing in successive directories of *NCTE Officers, Affiliates, and Committees,* 1961-1964, and in final form in this publication, the committee membership was derived from widely scattered parts of the United States and represents personnel of diverse educational background and professional engagement. The dedication to the interest of informed teaching of English implied by acceptance of membership on the committee was coordinated through correspondence, through "opinion poll," and through NCTE supported meetings at the Philadelphia, Miami, and San Francisco conventions. At these meetings, members of the committee in attendance were able to discuss the project in its yearly growth and to provide counsel and decisions for carrying the work to completion.

Explanation of a few controlling principles and methods of procedure which governed the making of the *Index* may be of service to its users. The criterion for inclusion was that the item conform in some way to the term "article." On this basis announcements, newsletters, and ephemeral comment; précis or cullings from other publications; and outmoded reviews or lists of dated teaching materials were generally excluded, as were timebound editorials and the often piquant and humorous verses scattered throughout the twenty volumes. In a few instances these judgments omit credit for valuable work by distinguished members of NCTE, but the inclusion of brief and ephemeral materials of oftchanging variety would have swelled extensively a compilation designed for use primarily as a tool for nonephemeral professional study and reading.

In the listing of items, a distinction is drawn between lead articles and those derived from a *Journal* headed column. The content of columns generally falls into two divisions: articles devoted primarily to suggestions for improved technique in specific teaching situations and those that by the very nature of the subject demand continuation in successive numbers of the *Journal.* It should be observed also that in a few instances columns dealing with the same general topic have changed names.

In the indexing, lead article and column article were distinguished by adding abbreviations to the bibliographic information; in this publication the distinction is applicable to the following columns: Round Table (RT), which later became Shop Talk (ST); Current English Forum (CEF) and its later simplified designation, Current English (CE); Public Arts (PA); Modern Poetry in the Classroom (MPC); and Riposte (Rip). For columns and symposia, the aim has been to give credit to the individual author—if identifiable—in preference to the general editor, the committee chairman, or the committee as a fully named unit.

The annotated topical approach was chosen as the basic text for the *Index* because this arrangement presumably will function to greatest advantage as tool for research or as guide for professional reading. For reasons of space and economy of production, author credit was abbreviated to alphabetical listing with numerical reference to the subject division(s) where the full bibliographical facts and the explanation of the article's content are located. For the same reasons, the separate title listing originally contemplated was abandoned. Nonsentence compression was also an original ideal of the indexers but in practice was not always feasible, especially not for major articles. The bibliographical form chosen for the listings is that presumably most familiar to teachers and students from college and graduate work assignments. The gathered subject headings in alphabetic order in the last pages of the *Index,* of course, may be termed an index to an index.

From a committee member's first draft to the editor's final text, serious effort was made to word subject annotations so that they would suggest the content of the article with accuracy, impressionistic completeness, and savor for full reading pursuit. To assure subject completeness, moreover, annotations are repeated—with or without change in emphasis—when pertinent under one or more headings as cross reference. Similar efforts were expended to secure logical and appropriate placement of the annotated references according to topic.

The numbered topical headings of the basic text of the *Index* were derived from the occasional topical indexes in the *Journal* itself, from examination of subject divisions in other bibliographic listings, from committee member suggestions, and finally, after the consultations indicated above, from what seemed enlightened common sense and logical approach by a presumptive user of the publication for professional or academic ends. In this connection it should be noted that subject headings do not represent ideal coverage of every aspect pertinent to the teaching of English—even at the secondary level; the compilation must be viewed rather as the systematized record of such articles as were submitted and then selected for appearance in the *English Journal* during a specific twenty-year span. The multiplicity of headings to which the articles and the column items did lend themselves in the editor's judgment and the bulk of this publication itself are evidence that *Journal* coverage during the two decades here indexed has been astonishingly broad indeed.

Practical helpfulness of the *Index* as an investigative tool, obviously, was the major goal of its compilation and publication. Unquestionably, many of the subject headings can be turned to profit in research assignments for courses in Methods of Teaching English; more of them still are adapted to guide teachers in service to stimulating discussion of topics as disparate as theme correction, the ways of linguistics, and the appraisal of classic or contemporary authors covered in one or more articles in the *Journal.* The work, moreover, will have its use for the student interested in pedagogic attitudes, evolving classroom techniques, and the ranges of theory and practice in curriculum content as these developed in the issues of the *Journal* during two post World War II decades. The men and women who served on the committee can cherish the professional satisfaction that through their efforts this broad coverage of the *Journal* has been made systematically available as incentive to better informed and more inspired teaching of English.

Acknowledgement for contributions toward the completion of the annotated and classified listing of content for one of the NCTE magazines must be made, first of all, to the members of the Committee on a Bibliography of *English Journal* Articles, for the publication is based finally upon the work they submitted to the chairman in the form of author, title, and annotated subject cards for the twenty volumes which were assigned for index coverage. For contribution beyond his share in the work of indexing, special mention is due to John Noonan, Kansas State University, associate chairman of the committee. Undergraduate student Brothers of the St. Louis province of the Society of Mary gave generous assistance in the effort to check that all pertinent items were represented by the proper bibliographical references. The chairman's secretary in his

University administrative capacity—with her temporary replacement—likewise deserves acknowledgement for a rich variety of clerical services.

The committee, moreover, owes a debt of grateful recognition to the successive members of the Executive Committee of the National Council for authorizing the committee project and for sustaining it during the term of its development; this recognition is particularly apt for Robert A. Bennett and Jarvis E. Bush, who in successive terms as ex officio liaison officer, lent support and encouragement to the committee's efforts. The committee likewise is obligated to the Director of Publications, Mrs. Enid M. Olson, and her assistants, especially Mrs. Mary Vander Hart, who via the very practical stages of adaptation for print advanced the committee's efforts from bibliographical card to published edition. By correspondence from and with the chairman, continuous contact was maintained between the committee and James R. Squire, Executive Secretary of NCTE, and his involvement in the work of the committee generally here deserves major and grateful recognition. His direction and administrative judgments above all were involved from inception to completion of the project whereby a stimulating era of the *English Journal* became accessible under one index imprint for the benefit of current and future professionals in the teaching of English.

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# ANNOTATED INDEX TO THE ENGLISH JOURNAL, 1944-1963

For most efficient use of this *Annotated Index to the English Journal, 1944-1963*, note the following things about the organization of this volume.

The annotators have selected general headings under which annotations were entered. These headings are the topical headings which form the basic organization of this volume. They appear in alphabetical order and are numbered according to their alphabetical order.

An index to these topics appears at the end of this volume (p. 173). This index, also alphabetical, gives readers a quick overview of the annotations by including all the topics in a few pages. The page numbers direct readers immediately to the group of annotated entries relevant to that topic.

In addition the volume includes an alphabetical index of authors. This index refers readers to the numbers of topics which include listings of articles written by that author.

## Absence from School — 1

Campbell, Emma Mellou. "A Written Excuse from Home." XXXIX (May 1950), 275-276. (RT)

To prevent dishonestly written excuses, suggests that children write their own, candidly and correctly, which parents sign as witness.

Leek, David C. "Class Records Worth Keeping." XLI (Oct. 1952), 431. (RT)

Absentees discover what they missed from daily reading of "class minutes."

## Advanced Standing and Credit — 2

Valley, John R. "College Actions on CEEB Advanced Placement English Examination Candidates." XLVIII (Oct. 1959), 398-401.

Presents tables and comment on recent college disposition of Advanced Placement candidates in English.

## Algren, Nelson — 3

Geismar, Maxwell. "Nelson Algren: The Iron Sanctuary." XLII (Mar. 1953), 121-125.

Discussion of the writings of Nelson Algren, with particular emphasis on his important novel, *The Man with the Golden Arm.*

## Allusions — 4

Armstrong, David T. "Literary Allusions." XXXIV (Apr. 1945), 218-219. (RT)

Teaching allusions by means of the student's printing or typing them on 3x5 library cards.

## Amis, Kingsley — 5

Harkness, Bruce. "The Lucky Crowd—Contemporary British Fiction." XLVII (Oct. 1958), 387-397.

The novels of Kingsley Amis in an analysis of contemporary British fiction.

## Anderson, Maxwell — 6

Gainsburg, Joseph C. "Play Reading with Dynamic Meaning." XLI (Oct. 1952), 403-410.

Pointed reference to Anderson's *Elizabeth the Queen.*

## Annual — 7

See Magazine.

## Anthologies — 8

Breen, Genevieve R. "Turn Right – Poetry Ahead!" XXXIII (Mar. 1944), 154-155. (RT)

The value of modern poetry anthologies in increasing high school student sensitivity to other people and to awareness of the natural world.

Walsh, Avis C. "An Old Device – With Variations." XLI (Dec. 1952), 556. (RT)

The joy of making a personal anthology after exposure to various types of poetry.

Warner, John F., Jr. "Anthologies in the High School Classroom?—Never!" XLVIII (Oct. 1959), 382-387.

Decries high priced anthologies lacking worthwhile literature and containing irrelevant illustrations. Offers the paperback as a solution to the problem of finding texts.

____________. "To the Gallows with You, Miss Zilch." XLIX (Dec. 1960), 627-629.

Description and classification of letters and telegrams in response to the author's controversial attack (Oct. 1959, *EJ*) on recent high school anthologies.

Wiggins, Harry N. "Poetical Paralysis." XXXIII (Apr. 1944), 198-200.

Questions the value of certain types of headnotes which accompany poems in modern high school anthologies.

## Articulation — High School and College — 9

Carlsen, G. Robert. "From High School into College." XLV (Oct. 1956), 400-405.

Names fear of asking questions; inability to use library resources, to rephrase ideas in own words, or to take notes; and lack of fluency in writing as the serious handicaps to success in college.

Elledge, Scott. "What Literature Do College-Bound Students Read?" XLVII (Mar. 1958), 147-150.

Suggestions to secondary teachers from an "unscientific" survey of literature previously read by a freshman class in college.

Graves, J. E. "College-Prep Composition." XLIV (Dec. 1955), 534-535. (ST)

Some expectations of colleges related to competence in English.

Gray, Donald J. "College Support for the High School English Teacher: The Indiana Joint Statement." XLIX (Dec. 1960), 612-615, 653.

The production and content of the "Indiana Joint Statement" to achieve closer articulation between the levels; contains standards for evaluation of student writing and suggestions for high school English teachers.

Grommon, Alfred H. "Coordinating Composition in High School and College." XLVIII (Mar. 1959), 123-131.

Summary of effective organizational solutions to the problem stated in the title followed by a detailed suggestive list of desirable composition qualities.

Hodges, John C. "The State-Wide English Program in Tennessee." XXXIV (Feb. 1945), 71-76.

Describes all-level program used by the Tennessee Council of Teachers of English for improving English teaching.

Hunting, Robert S. "What We Do Not Expect from High School Graduates." XLVII (Mar. 1958), 145-147.

College instructors do not expect freshmen to know how to write research papers, book reviews, or how to use purist English. Reading is the most important aspect of learning to write — stress it in secondary school.

Lander, Richard (Chm.). "But What Are We Articulating *With?*" LI (Mar. 1962), 167-179.

Article 3 in the series by the Committee on High School-College Articulation. The article examines college programs and summarizes various kinds in the United States.

____________. "High School-College Liaison Programs: Sponsors, Patterns, and Problems." LI (Feb. 1962), 85-93.

Article 2 in the series by the Committee on High School-College Articulation. Covers a wide range of the forms which articulation programs take.

____________. "What the Colleges Expect." L (Sept. 1961), 402-406, 411-412.

Article 1 in the series by the Committee on High School-College Articulation. Provides helpful guide for individual teachers and for committees working on curricula. Disposes succinctly of "Don'ts" but discusses at length the "Do's" in reading and literature, writing and language.

McCarthy, Joseph. "Much Ado about Something." XLIX (Oct. 1960), 490-492, 501.

Response from fifty college heads of English departments on strengths and weaknesses in freshman English areas—with "action taken."

Marshburn, Joseph H. "What Can the Colleges Expect?" XLVII (Mar. 1958), 144-145.

Lack of ability to write well is the major problem of students entering college English; proposed remedy is frequent writing on secondary level.

Rowe, C. M. "What Is the Real Problem?" XLVII (Mar. 1958), 150-152.

Colleges want high schools to send them students who have been taught to work, with right attitudes toward work and toward the whole subject known as English.

Trezevant, Blanche. "Problems in Articulating English Courses of Study." XXXVII (Apr. 1948), 182-188.

Discussion of plans and specific instances to secure continuity of program from the elementary grades into college.

Watson, Cresap S. "What Do You Teach Them in High School?" XLVII (Mar. 1958), 152-153, 178.

Advocates series of local conferences between high school and college English teachers to bridge gulf between them.

See also College Entrance Examination Board, Curriculum, Individual Differences (Talented and Honors), and Interdepartmental Cooperation.

## Asch, Sholem — 10

Cargill, Oscar. "Sholem Asch: Still Immigrant and Alien." XXXIX (Nov. 1950), 483-490.

Briefly outlines the career of Sholem Asch and then reviews and evaluates his individual novels and fictional trilogies. Asch's characters and settings are Jewish, but the critiques stress his work as literature, not as the product of a subculture.

## Assembly and Activity Period — 11

Cuddington, Ruth Abee. "Assembly Programs." XXXIV (Oct. 1945), 448-449. (RT)

Best approach to patriotic and educational assembly programs is from standpoint of pupil interest — with suggestions and examples.

____________. "Easily Prepared Assembly Programs." XXXIV (Feb. 1945), 99-101. (RT)

Suggests current happenings, holidays, school questions, and similar topics as worthwhile and entertaining.

Foley, Grayce A. "We, the Pupils." XLI (Mar. 1952), 152-154.

Junior English unit at time of school evaluation grew into assembly program for faculty, students, and visiting committee.

Heuer, Helen. "Assembly? An Answer." XXXV (Dec. 1946), 559-560. (RT)

Relates successful grade school experience with a "spelling-bee assembly."

Pomeranz, Regina Esther. "Creative Dramatics." XLI (June 1952), 303-306.

Junior high school class activity period utilized for the expression of adolescent feeling in dramatic form.

Straub, Elizabeth A. "Building a Ballad Opera." XL (Mar. 1951), 161-163.

Detailed account of a ninth grade English class project and assembly program in which all members participated.

Sullivan, Loretta H. "February Reading and Acting." XXXIII (Feb. 1944), 100-101. (RT)

A successful assembly program for George Washington's Birthday.

Turner, Minnie P. "Living through Early American Literature." XLV (Feb. 1956), 92-95.

Assembly program as result of class research and class dramatization of scenes from the American past.

Walthew, Margaret. "The Composition II Class Produces an Assembly." XXXIV (Dec. 1945), 545-549.

Procedure used by a sophomore English class in planning an assembly — with gains and advantages.

Zachar, Irwin J. "Assembly Committee at Work." XXXIV (Nov. 1945), 476-480.

Organization, operation, and general staging of student directed assembly program.

____________. "Assembly Plans." XXXV (Oct. 1946), 450-452.

Suggests materials for three themes in assembly programs: education, intercultural harmony, and good sportsmanship.

____________. "Good-Will Assemblies." XXXVI (Jan. 1947), 38-39. (RT)

Teaching suggestions for various kinds of assemblies.

______________. "Planning the Assembly Program." XXXV (Nov. 1946), 502-503.

Suggestions for Thanksgiving and Christmas themes as "'radio plays" during assembly.

## Audiovisual — Films and Motion Pictures — 12

Boutwell, William D. "Motion Picture Evaluation." XLII (Sept. 1953), 336. (RT)

Furnishes an outline, consisting entirely of questions, to be used in evaluating motion pictures.

Braddock, Richard. "Films for Teaching Mass Communication." XLIV (Mar. 1955), 156-158, 167.

Nineteen films described and recommended for their usefulness in teaching propaganda analysis and art appreciation of mass communication.

Cauley, Thomas. "How a Moving Picture Was Used to Develop Language Skills." XXXVII (May 1948), 253-254. (RT)

Detailed description of the use of a moving picture to stimulate communicative and interpretative skills through discussion and research.

______________. "Using Visual Aids in Teaching English." XLIII (Sept. 1954), 316-319.

Helpful list in topical units of films which provide broad, rich, and functional approach to the use of English skills.

Finch, Hardy R. "The Motion Picture Club: An Activity for the Classroom." XL (Feb. 1951), 105-106. (RT)

Classroom adaptation of a nearly universal interest in movies to improve skills in listening, thinking, speaking, reading, and writing.

Flenniken, Clarissa. "A Classroom Use of a Film." XLII (Nov. 1953), 446-448.

Recounts the effective use of the film, *England: Background of Literature*, which "quotes from great English poets and writers as the camera illustrates the passages by scenes which were or could have been the inspiration for them."

Forsdale, Louis. "Films on American Writers." XXXIX (June 1950), 334-336. (RT)

Evaluation of the Encyclopaedia Britannica film biographies of famous American authors.

Frazier, Alexander. "The Films We Need." XXXVI (Feb. 1947), 88-91.

An outline to suggest the kind of film materials useful for the English classroom.

Goldstein, Ruth M. "This Is Where We Came In." XXXVII (Nov. 1948), 467-470.

A bibliography for the teaching of film evaluation in four divisions: I. Aims of Motion Picture Evaluation, II. Bibliographies, III. Courses of Study in Film Evaluation, and IV. Curriculum Materials.

Hedden, C. G. "The Pin-up Girls in School: What to Do about Movies in the Classroom." XXXV (Jan. 1946), 41-43. (RT)

Broad and detailed coverage of a unit on motion picture appreciation.

Kenny, Rita J., and Schofield, Edward T. "Motion Pictures and Filmstrips for English." XXXIX (Feb. 1950), 90-96.

An annotated list under the following headings: English Literature, American Literature, Literature of Other Lands and Times, Books and Libraries, Biography, and Directory of Producers.

Parkins, William L., Jr. "Motion Pictures and Written Composition." LII (Jan. 1963), 31-36, 41.

Popular motion pictures studied as art forms and as stimuli for composition.

Schreiber, Robert E. "Further Literary Works on Film." XXXVII (Feb. 1948), 94-95. (RT)

Presents a list of motion pictures which have been made available for school use on 16 mm. sound film.

______________. "Literary Works for the Educational Screen." XXXVI (Jan. 1947), 29-34.

A list of 16 mm. films produced in Hollywood that are available for school use as rentals. Notes on sources and rental arrangements are included.

Smay, D. Paul. "Tailoring Films to English Needs." XXXIX (May 1950), 274-275. (RT)

Technique whereby desirable sequences of a Teaching Film Custodians movie may be shown to achieve specific teaching objectives.

Weeks, Ruth Mary. "Use Films—Yes, But Keep It English." XL (Mar. 1951), 139-143.

Comment—pro and con—on the use of specifically named high school classics on film; emphasis on helping students to master reading skills.

Yetman, C. Duncan. "Motion Picture Appreciation and School Composition." XLI (Nov. 1952), 488-491.

Interest in composition generated through the viewing and study-discussion of several named films of English classics and of *Understanding Movies* of Teaching Film Custodians, Inc.

## Audiovisual — General and Miscellaneous — 13

Andrews, Joe W. "Audiovisual Reading Guidance." XL (Jan. 1951), 33-36.

Detailed account of a five-step audiovisual experiment with sophomores of wide range reading abilities and interests.

Bloom, Anna K. "Taught, Not Caught." XLIII (Oct. 1954), 367-370.

Procedure for using radio and television to develop standards for judging programs and for teaching selective listening.

Boyle, Frederick H. "Eighth Graders Discover Poetry." XLVI (Nov. 1957), 506-507. (ST)

Uses of pictures in study of poetry: colored pictures on screen, reading of correlated poem by pupil or listening to taped poem, writing own poems from a picture, mounting picture and poem.

Brumback, Doris A.; Spell, Dianne A.; and Taggart, Martha C. "A Unit on *Tom Sawyer*." LI (Jan. 1962), 51-52. (ST)

Some reference to audiovisual aids in a unit urging careful reading of the Clemens text with outside reading of interest to the student.

Dixon, Dorothy. "Vitalizing English through Audiovisual Aids." XLII (Sept. 1953), 303-307.

Detailed description of eleventh grade unit based on the "Advancing Frontier" to illustrate successful use of audiovisual aids in teaching the philosophy of "Our American Heritage."

LaBrant, Lou. "How Can We Make the Newer Resources Available?" XLII (Feb. 1953), 79-84.

Discussion of some of the newer resources that are available for teachers (TV, motion pictures, etc.) and how these resources can be utilized in the teaching of English.

Mescall, Gertrude. "Always Present—Never Absent." XLIV (Dec. 1955), 535-536.

Unusual story of a boy who suffers from a muscular disease but keeps up with his classes in high school by telephone line.

Muri, John T. "Publication in Class." XXXVII (May 1948), 256-257. (RT)

Discusses values and cautions in using the projector in teaching high school composition.

————. "Seeing Things." XLI (Apr. 1952), 207-208. (RT)

Records how one English teacher uses art (Picasso's "The Guitarist") to help students observe intensively and with comprehension.

Palmer, William. "The Muse and the Schoolroom." XXXVII (Dec. 1948), 547-548. (RT)

Discusses use of photographs as motivating devices in stimulating good composition.

Roody, Sarah I. "The Effect of Radio, Television, and Motion Pictures on the Development of Maturity." XLI (May 1952), 245-250.

Urges English teachers to request programs that will help students solve problems, portray achievements of minority groups, encourage adult standards of behavior, and broaden viewer interests.

Selby, Stuart. "International Progress in Screen Education." LII (Sept. 1963), 426-429.

Summary of European developments in screen education with a comparison of similar developments in this country.

Spence, Leslie. "Students Look and Listen." XLI (May 1952), 264. (RT)

As part of Wisconsin's effort to obtain better radio and television broadcasts, teachers conduct annual Look and Listen poll and send student evaluations to Federal Communications Commission.

Thomas, Cleveland A. "Recent Magazine Articles on Audiovisual Aids in Secondary School English." XLI (Sept. 1952), 313-317.
Lists about fifty annotated articles.

Thornton, Helen. "English in Terminal Secondary Education: A-V Education for Nonacademics." XLIII (Dec. 1954), 512-515.
Advises use of audiovisual instructional material for terminal students as best method of approach—with specific unit outline.

Willard, Charles. "The Wheel That Squeaks." XLIV (Feb. 1955), 100. (ST)
Importance of analyzing aids that are needed — books, recordings, maps — and requesting them from administrators.

## Audiovisual — Opaque Projector — 14

Andrews, Joe W. "Audiovisual Aids for Teaching Grammar." XL (Mar. 1951), 165-166. (RT)
Materials based on literature and use of opaque projector in teaching grammar and sentence structure.

Cline, Jay. "Homemade Documentaries." XLVIII (Jan. 1959), 34-36. (ST)
Experiences of a junior class production of a documentary on Whitman with the use of an opaque projector and a tape recorder.

Eckhauser, Irwin A. "Teaching English with the Opaque Projector." XLI (May 1952), 268-269. (RT)
Composition correction made more effective by screen projection—with seven numbered "conclusions."

Hugh, Sister Mary, R.S.M., "Visual Aid versus Red Pencil." XLI (May 1952), 266-268. (RT)
Composition improvement via projection of student written themes on a screen through an opaque projector and the subsequent friendly criticism of fellow students.

Robinson, Mary Margaret. "Using the Opaque Projector in Teaching Composition." XXXV (Oct. 1946), 442-445.
Points out better teaching techniques through the opaque projector for various facets of writing.

Wheeler, Robert W. "Some Uses of the Opaque Projector." L (Sept. 1961), 417-419. (ST)
Provides means of focusing student eye and mind on their own words in composition and on pertinent literary materials.

## Audiovisual — Radio — 15

Golding, Mary. "The Radio Commentary in the English Class." XXXVI (April 1947), 203. (RT)
Discusses use of radio commentaries as subject material for composition and critical thinking.

Hybels, Robert J. "Vitalizing a High School Library." XL (Oct. 1951), 440-445.
Tape recorder advertising, personal work, and other promotion methods help renovate a library for school and teacher need.

Kaplan, Marion W. "Radio Techniques in High School Dramatics." XXXIV (Feb. 1945), 88-93.
The immediacy and impact of the radio in an auditorium situation to bring current issues into the school.

Parry, Jessie T. "Student Broadcasts." XXXVIII (Dec. 1949), 585-586. (RT)
Scheduled radio type programs on the school public address system dramatized need and incentive to communicate clearly.

Tallman, Marion L. "Teaching Discriminating Radio Listening." XXXVII (Oct. 1948), 408-412.
Eight projects used in sophomore English offered to challenge students in selecting better radio programs.

Wolfe, Barbara Alice. "Miss Lacey and the Loudspeaker." XXXIX (Apr. 1950), 208-213.
Dialogue between loudspeaker and English teacher, in which loudspeaker convinces teacher she should draw on student experiences with radio drama to interest them in literature.

## Audiovisual — Recordings (Discs and Tapes) — 16

Beltz, George W. "Something for the Swift." XLVII (Dec. 1958), 573-575. (ST)
Gifted students produced a two-hour tape recording of American folklore.

Bernstein, Julius C. "Recording and Playback Machines." XXXVIII (June 1949), 330-341.
Broad and general discussion under such headings as activities suitable for recording; the playback; purchase and use of equipment; disc, tape, and wire; and bibliography.

Blake, Grace A. "Our Record Library." XXXV (Mar. 1946), 157-159. (RT)
Relates the history, expansion, and delights of an English department record library.

Cline, Jay. "Homemade Documentaries." XLVIII (Jan. 1959), 34-36. (ST)
Use of the tape recorder in a Walt Whitman documentary.

Cohen, Nachman. "Correcting Compositions without Pencil." XXXIX (Dec. 1950), 579-580. (RT)
Describes experiments, conducted jointly by Gardner, Mass., schools and Thomas A. Edison, Inc., with use of Disc Voicewriter for recording teachers' comments on essays for listening by individual students.

Dixon, Dorothy. "Recordings Will Help." XLV (Sept. 1956), 341-344.
Discussion of the record player and tape recorder as instruments for improving listening and as devices for pre- and postteaching.

Finder, Morris. "Using the Printed Version with Another." XLIII (Mar. 1954), 150-151. (RT)
Plan of a unit which uses a literary selection in print and a tape recording to provide experiences in comprehension and expression.

Goldberg, Irving J. "Let the Record Speak." XLI (Mar. 1952), 147-150.
Experiment with inexpensive tape recorder to improve speech.

Horn, David M. "Taking Advantage of the Boys." XXXVI (June 1947), 324-325. (RT)
Pertinent suggestions for classroom use of student recordings to teach appreciation.

Hybels, Robert J. "Vitalizing a High School Library." XL (Oct. 1951), 440-445.
Tape recorder advertising, personal work, and other promotion methods helped renovate a library for school and teacher need.

Muri, John T. "Use of Recordings in High School English Classes." XLVI (Jan. 1957), 32-39.
Results of national NCTE survey – with annotated list of representative school record collections, with discussion of mechanical and educational difficulties in their use, and with suggestions and observations growing from the survey.

Northcott, Walter R. "Fun with a Tape Recorder." XXXVII (Sept. 1948), 370-371. (RT)
Specific suggestions for using the tape recorder in English classes.

Piper, Francis K. "Condensing Magazine Articles for Tape Recording." XL (Apr. 1951), 222-224. (RT)
Shares a venture in tape recording that involved considerable pupil participation and improved coordination between departments.

Weinles, Leonard. "You Record the Classics." XXXVIII (Apr. 1949), 229-230. (RT)
Suggestions to the teacher for making his own recordings for class use.

## Audiovisual — Television — 17

Besco, Galen S. "Television and Its Effects on Other Related Interests of High School Pupils." XLI (Mar. 1952), 151-152. (RT)
Majority of 223 tenth, eleventh, and twelfth grade students report on questionnaire that average 16.8 hours viewing each week has no effect on their reading interests.

Noble, Donald. "Television Script Book Reports." XLIX (Apr. 1960), 259-261. (ST)
Tenth grade English class wrote television script based on a single scene from *Ethan Frome*.

Sterner, Alice P. "We Help Create a New Drama." XLIII (Nov. 1954), 451-452. (RT)

Suggests ways in which television can be used as a classroom tool.

See also Mass Media.

### Autobiography — 18

Crouse, Ruth. "Writing an Autobiography." XXXIII (May 1944), 264-265. (RT)

A detailed account of the procedure in a sophomore class.

Kaplan, Milton A. "Look into Thy Heart and Write." XLIII (Jan. 1954), 13-18.

The dull autobiography replaced by a vital one aids students in composition and in understanding themselves.

Lambert, Robert, and Mack, Dorothy. "Anecdotal Autobiographies." XLVIII (Dec. 1959), 528, 533-535. (ST)

Vitalizing student autobiographies by means of suitable anecdotes involving observation of details for effective description of such vignettes.

See also Student-Centered Teaching (Getting to Know Them).

### Ballad — 19

Bowyer, Frances. "A Ballad Should Be Heard, Not Seen." XXXVII (Mar. 1948), 152-153. (RT)

Tells of a fundamental change in author's attitude toward ballads and their significance after a summer experience of hearing ballads sung rather than merely read.

Chancellor, Paul G. "What Songs Has America?" XXXIII (Feb. 1944), 81-88.

Discusses American folksongs, their roots and influences; includes references to Anglo-Celtic, Indian, Negro, and Spanish-American songs.

Leska, Thelma G. "An Experience: Verse Writing." XXXVII (Nov. 1948), 488-490. (RT)

After discussing poetry, experiencing rhythm in their names and in nursery rhymes, members of a tenth grade class composed ballad stanzas jointly and individually.

### Basic English — 20

Richards, I. A., and Gibson, Christine. "Learning Basic English." XXXIV (June 1945), 303-309.

Gives reasons for learning Basic English as a means of communication, perhaps even internationally. Discusses C. K. Ogden's books on Basic English.

### Benét, Stephen Vincent — 21

Anderson, Edward L. "Stephen Vincent Benét's *Western Star.*" XXXIII (Mar. 1944), 146-148.

Critical presentation of aspects of the work which offer particular inspiration and guidance for Americans.

### Blake, William — 22

Gleckner, Robert F. " 'The Lamb' and 'The Tyger'—How Far with Blake?" LI (Nov. 1962), 536-543.

Use of Blake for jarring students from lethargy; his poetry is characterized by intellectual shock.

### Book — General — 23

Barclay, Jean Hatfield. "Reading: Our Wartime Discovery." XXXIV (June 1945), 295-303.

The book boom after the war; trends in servicemen's reading and in book clubs.

Beagan, Catherine M. "Killing Two Birds." XLIV (Jan. 1955), 40. (ST)

Cooperation of English department, art department, school print shop, and school library provides attractive dust jackets, book plates, and book marks.

Herzberg, Max J. "Literary 1947 in Retrospect." XXXVII (Mar. 1948), 109-115.

A general review of books published in 1947—with evaluation of types and problems of marketing.

O'Connor, Gertrude. "Plastic Covers for Books." XLI (Dec. 1952), 555-556. (RT)

Use attractive ones which will protect the books and make students want to read them.

See also Reading (Goals, Lists, Programs).

## Book — Review and Report — 24

Carlin, Jerome. "Your Next Book Report . . ." L (Jan. 1961), 16-22.
Helpful list of guide questions to enable students to get more significant meaning from books.

Coffin, Gregory C. "Improving Book Reviews." XLII (Dec. 1953), 510-511. (RT)
Teacher duplicates best reports submitted by tenth grade students for analysis by entire class. Article includes an annotated report on *Kon-Tiki.*

Dunning, Stephen. "Everybody's Doing It —But Why?" XLVII (Jan. 1958), 29-33.
Advocates regular, purposeful book reports, with emphasis on their individualization.

Girton, Janice. "Book Interview Day." XLV (Oct. 1956), 416. (ST)
Students read or listened to "book interviews" as per hint from J. N. Hook's *Teaching of High School English* (pp. 86-88).

Grimsley, Juliet. "Book Reports Can Be Helpful." LII (Feb. 1963), 116-117. (ST)
Book reports are successful and helpful if they are an essential part of the program.

Gulick, James. "A Method for Organizing Classroom Book Reading." XXXIX (Sept. 1950), 387-390.
Describes method for rapid survey of students' free reading so that specific questions can be asked.

Hunt, Jean. "Book Reports Can Be Fun." XXXVIII (Mar. 1949), 158. (RT)
Pupil-made colored illustration of the book read projected by lantern-slide while the ninth grader makes a two-minute oral report.

Inhelder, Lucille. "A Varied Approach to Book Reports." XLVIII (Mar. 1959), 141-144.
Outlines different forms of sharing books, each of which seeks to individualize the program of oral and written reports. Notes success of student publication which resulted.

Kissling, Donna Mack. "They Talk about Books." XXXIX (Apr. 1950), 205-208.
Results from specific suggestions of interesting titles and books, planned procedure in reporting, and student committee judgment of oral delivery.

Miller, Vernon E. "Book Reports? Shucks, No!" XXXVIII (Sept. 1949), 395-396. (RT)
Oral reports from readings in a student contributed classroom library.

O'Dea, Paul W. "Senior Book Reports — Again." L (Feb. 1961), 98-99, 105. (ST)
Outlines a technique useful for college prep students. Provides specific guidelines in a reporting technique.

Parsteck, Bennett J. "The Newest Medium for Book Reports." XLII (Apr. 1953), 210-211. (RT)
Offers alternate suggestions to avoid the monotonous similarity in written book reports.

Rowland, Howard S. "Alternatives for the Book Report." LI (Feb. 1962), 106, 111-113.
Contains specific outlines for reports on short stories, dramas, novels, biographies, and essays.

Sandt, Eleanor E. "Reviewing the Reviews." XLI (Dec. 1952), 555. (RT)
Senior book report based on two reviews of a current book followed by the reading of the book so reviewed.

Sparks, Nancy. "Another Alternative for the Book Report." LI (Nov. 1962), 574-575. (ST)
Book review club as teaching tool to replace the conventional book report.

Vanek, Alma M. "Book Reviews with a Purpose." XLIV (Jan. 1955), 38-40. (ST)
Books related to the theme, "Patterns of Family Life," in a tenth grade class.

## Book Week and Book Fair — 25

Bossone, Richard M. "The Book-of-the-Week Club." XLII (Apr. 1953), 205-207.
A Book-of-the-Week Club as possible method of achieving the two more difficult steps of the reading act—"reaction to an author's ideas and integration of new ideas with the pupil's past experience."

Brochick, Anna. "King and Queen of Bookland Reign over Book Week Assembly." XLI (Nov. 1952), 497. (RT)

Project that lent itself to creativeness, required few rehearsals, allowed for total participation, and intensified interest in the world of books.

Conroy, Estelle E. "Singing Commercials in the Library?" XXXVII (Nov. 1948), 490-491. (RT)
For a Book Week Program, a ninth grade class prepared and presented a script, including singing commercials, which inspired greater interest in the library.

Hinkle, Thetis. "A Red-Letter Day in Book Week." XXXVII (Oct. 1948), 418-419. (RT)
Describes the success of Favorite Book Character Day in a junior high school.

Miles, Lucy W. "Outside Reading inside the Program." XXXVI (Sept. 1947), 380-381. (RT)
Book Week as a class project for supplementary reading.

Shostak, Robert. "Meet Me at the Fair." XLVIII (Feb. 1959), 83-84. (ST)
A Book Fair sold 1,000 paperbacks and promoted a host of student activities, cultural and administrative.

Tenenbaum, Morton A. "Book Fair." L (Feb. 1961), 105. (ST)
Display in library and nonfaculty judging of books screened from student personal library holdings.

## Bowen, Elizabeth — 26

Daiches, David. "The Novels of Elizabeth Bowen." XXXVIII (June 1949), 305-313.
Surveys the career and achievement of this novelist; discusses subjects and characteristics of her works.

Harkness, Bruce. "The Fiction of Elizabeth Bowen." XLIV (Dec. 1955), 499-506.
Explains Miss Bowen's traditional, nonexperimental writing, her exploration of the theme of betrayal, and her ability to create an overwhelming sense of place.

## Boyle, Kay — 27

Carpenter, Richard C. "Kay Boyle." XLII (Nov. 1953), 425-430, 442.
Detailed critique of many short stories and novels written by Kay Boyle. Contrasts technique and theme of earlier stories with those written later. *Plagued by the Nightingale*, *Monday Night*, *The Smoking Mountain*, "Black Boy," "Wedding Day," and "Defeat" a few of the novels and short stories considered here.

## Brontë, Emily — 28

Goldstone, Herbert. "*Wuthering Heights* Revisited." XLVIII (Apr. 1959), 175-185.
Examines reasons for the classroom popularity of the Brontë novel now widely read and taught in senior high school. The book is "exhilarating" because of "its enormous vitality and the force of its insights into human feelings."

## Brooks, Van Wyck — 29

Cargill, Oscar. "The Ordeal of Van Wyck Brooks." XXXV (Nov. 1946), 471-477.
Evaluation of Brooks' career as a person and as the author of a variety of critical and biographical works: *The Wine of the Puritans* to *The World of Washington Irving*.

## Bulletin Board — 30

Brantley, Hilda. "Helpful Suggestion." XLI (Mar. 1952), 155. (RT)
Student response to a proverb or other quotation on the classroom bulletin board each morning.

Edwards, Don C. "A Heterodox Procedure." XXXIX (Feb. 1950), 102-103. (RT)
On the assumption of learning 85% of facts by the eye, teacher describes use of questions on pictures pasted on the classroom bulletin board.

Fritzemeir, Hulda. "An Effective Aid." XLVI (Jan. 1957), 43-44. (ST)
Discusses a variety of uses of the bulletin board as "silent and indirect interpreter."

Hedden, Caryl G. "Purple Cows in the Classroom." XXXV (Dec. 1946), 561-562. (RT)
Use of newspaper cartoons, articles, and pictures on bulletin board to enliven interest in current events.

## Bunyan, John — 31

Walsh, Marian M. "Introducing *Pilgrim's Progress*." XXXVII (Oct. 1948), 400-403.
Author examines moral value of *Pilgrim's Progress*, Bunyan's vicissitudes, and reasons for classifying novel as "great literature."

## Burns, Robert — 32

Fisher, Mary C. "Ayr Lines, Ceiling Unlimited." XLIX (Jan. 1960), 39-41. (ST)
Account of a lively classroom presentation of works, ideas, country of Robert Burns.

Kirk, Marguerite. "Newark Goes to School." XXXV (May 1946), 260-264.
Script of high school radio presentation, "Robert Burns: Singer of Democracy," in a series of weekly programs by the Newark Board of Education.

## Byron, George Gordon Lord — 33

West, B. June. "Poetry Plus Psychology." XXXIII (Jan. 1944), 46. (RT)
"The Prisoner of Chillon" in a sophomore class.

## Cather, Willa — 34

Kohler, Dayton. "Willa Cather: 1876-1947." XXXVI (Sept. 1947), 337-347.
A critique of Willa Cather's writings under the subheadings: Nature, The Past, and Social Criticism.

## Character Formation — 35

See Citizenship, Guidance, Intercultural Education and Understanding, and International and Interracial Relations.

## Chaucer, Geoffrey — 36

Aimar, Caroline. "Chaucer in the Concrete." XXXIII (Apr. 1944), 214-215. (RT)
An adventure with Chaucer in Memminger High School, Charleston, South Carolina.

Chute, Marchette. "On the Pleasure of Meeting Chaucer." XLV (Oct. 1956), 373-380, 394.
The author of *Geoffrey Chaucer of England* stresses the contemporaneousness of Chaucer. When we read him "those faraway folk leap into sudden life, as near and natural as the people in the supermarket."

Duino, Russell. "The Tortured Pardoner" XLVI (Sept. 1957), 320-325, 365.
Cites various interpretations of Chaucer's Pardoner by Tupper, Kittredge, Curry, and Patch; favors view that Chaucer deliberately made the Pardoner a misfit who compensates by using his superior intelligence to victimize people.

Mussoff, Lenore. "Light Up the Dark Ages." LII (Oct. 1963), 525-527. (ST)
An attempt to present Chaucer in the light of modern man and his many diverse characteristics.

Ward, Herman M., Jr. "Thanne Longen Folk to Goon on Pilgrimages." LI (Apr. 1962), 287-288. (PA)
Use of Chaucer quotation to discuss literary pilgrimages of contemporary tourists.

## Ciardi, John — 37

Hazard, Patrick D. "Do Words Work Good, Like Instruments Should?" LII (Feb. 1963), 147-148. (PA)
Words and their use in answer to problems raised by John Ciardi about word meaning.

Hibbs, Eleanore C. "Dear Mr. Ciardi." LII (Nov. 1963), 610-612.
Takes exception to the "programed approach to poetry" which emphasizes "the rigid mechanical" features advocated in a recent paperback (Ciardi *et al.*) intended to "help high school students develop their own approach to poetry."

Southworth, James G. "The Poetry of John Ciardi." L (Dec. 1961), 583-589.
Examines critically Ciardi's subject matter and craftsmanship beginning with his first volume which contains much that is sociological and biographical, progressing to his love poems, and finally to those with patriotic, political, religious, and antimaterialistic themes.

## Citizenship — 38

Anderson, Harold A. "The Function of English Instruction in Education for Democracy." XXXV (Feb. 1946), 69-76.

Discusses, with illustrations, the various functions of English instruction in American education: universal literacy and the ability of all to communicate.

Brown, Ruth Logan. "Reorganizing Our Thinking for the Atomic Age." XXXV (May 1946), 270-271. (RT)

Urges necessity of training students for a world in which unity is the keynote.

Cummings, Charles K., Jr. "First Step for the Teacher." XXXV (June 1946), 333-336.

Concerned with teacher alertness to group relationship in a time of unmatched bitterness and rivalries between men.

Edman, Marion. "We'd Better Mind the P's and Cues." XXXV (June 1946), 349-353.

Presents pitfalls teachers must be aware of regarding the teaching of social problems; describes qualities and suggests aids for effectiveness in the field of intercultural relations.

Hallett, Mamie Lee. "An Adventure in Tolerance." XXXV (Feb. 1946), 101-103. (RT)

Study of the American Negro in a coordinated unit of American history and American literature classes.

Heaton, Margaret M. "Stereotypes and Real People." XXXV (June 1946), 327-332.

The teacher "must share the common task of making the curriculum give the framework of concepts, the information, and the experiences which will break down artificial group barriers"; names specific books for the purpose.

Hume, David D. "Citizenship Education in the English Program." XLI (Jan. 1952), 33-36.

Activities of ten pilot teachers in a Citizenship Education Project (Teachers College, Columbia University) to enrich the language program with activities designed to make better citizens.

Irwin, Merle Emorette. "Field Work for English." XXXVIII (June 1949), 350-352. (RT)

Specified contemporary social activities as material in the English classroom to help young people recognize facts and increase their sense of security.

LaBrant, Lou. "The Words of My Mouth." XXXV (June 1946), 323-327.

Stresses the language teacher's role in making students aware of the meaning of delicate words like "Jew," "Whites," "Wop."

MaWhinney, Lucille. "A Few Seeds for World Citizenship." XLI (Apr. 1952), 197-200.

Travel books, minority groups, and pupil relation to other countries as ingredients to broaden pupil horizons; names specific book titles.

Neville, Mark "Words Hurt." XXXV (Mar. 1946), 134-138.

Stresses the meaning and understanding of words, even more than gracious expression, as partial cure for social prejudices.

Smiley, Marjorie B. "Intercultural Education in English Classrooms: An Informal Survey." XXXV (June 1946), 337-349.

An extensive survey of the attempt by many schools to improve intergroup relationships.

Spaulding, Alice Howard. "Training in Citizenship." XXXVIII (Nov. 1949), 515-518.

Brief selections from Emerson, Eliot, Browning, and Carlyle used to teach "the techniques of the fine art of living."

Stevens, Elizabeth Cole. "Active Democracy." XXXVI (Jan. 1947), 39-41. (RT)

Helpful suggestions for teaching democratic principles through letter writing to public servants.

Weeks, Ruth Mary. "Teaching Tolerance through Literature." XXXV (Oct. 1946), 425-432.

Suggests ways to lead students to face the fact of intolerance, to appreciate the value of variety, and to believe that morality and democracy are thrilling goals.

See also Intercultural Education and Understanding, International and Interracial Relations, and Prejudice.

## Clark, Walter VanTilburg — 39

Carpenter, Frederic I. "The West of Walter Van Tilburg Clark." XLI (Feb. 1952), 64-69.

Critical comment on Clark's three novels and book of short stories; finds his excellence in "the originality and richness of his recreation of the life of the American West —past and present, real and ideal, savage and civilized."

## Class Organization — 40

Bullock, Marie. "... Even If One Is Cabbage." XLII (Dec. 1953), 511-512. (RT)

Advocates consulting students in the planning, executing, and evaluating of their own class work. Focuses attention on the various successful methods used by the author and by others in dividing class members into small "working groups."

Maertins, Grace Daly. "Organizing the Class to Care for Individual Needs." XLVII (Oct. 1958), 414-421.

Sociometric techniques enable teacher to group students; reading, writing, speaking, and listening chairmen can direct activities.

Olson, Helen F. "Supervision? Or Working Together?" XXXV (Apr. 1946), 198-203.

Rather than directive supervision, favors plan where long-time objectives are reached together.

Waldrep, Reef. "Fixing 3R Flats." XLIII (Nov. 1954), 432-435.

Project which required class to become a community, thus establishing an atmosphere in which talking, planning, discussing and doing could flourish.

## Class Size — 41

Diederich, Paul B. "The Rutgers Plan for Cutting Class Size in Two." XLIV (Apr. 1960), 229-236, 266.

Presents a plan evolved by 63 English teachers who received a Ford Foundation fellowship for a workshop in English at Rutgers in 1959.

Giltinan, Betty. "We Solved the Problem of Size." LII (Feb. 1963), 89-93.

Team teaching and student centered discussion groups as possible method of handling large classes.

Lawson, Strang, "English Is a Verb." XLII (Jan. 1953), 36. (RT)

Plea for manageable class size and consecutive time "to do" English.

Norton, Monte S. "Teacher Load in English." L (Feb. 1961), 107-109. (ST)

Includes basic considerations on the subject and results of a 1959 doctoral study in Nebraska.

## Classics — 42

Assuma, Daniel J. "A List of Simplified Classics." XLII (Feb. 1953), 94-96. (RT)

Provides a list of adapted classics with the grade difficulty noted; based on replies of 100 book publishers.

Blumberg, Philip S. "A High School English Teacher Looks at the Study of Latin." XXXIII (Mar. 1944), 149-153.

The value to young students of reading the rich storehouse of literature in the English language contrasted with the study of Greek and Latin.

Eckerson, Olive. "Farewell to the Classics?" XXXVI (June 1947), 288-293. (ST)

Teachers should update their presentation of the classics so that students be given an appreciation of values always contemporary.

Hollander, Sophie Smith. "A Project That Brought Literature to Life." XXXVIII (Oct. 1949), 453-456.

The contemporary techniques of headline and reporter story applied to the classic authors in *Literature and Life in England.*

Kegler, Stanley B. "The Simplified Classic." XLIV (Nov. 1955), 475-476. (ST)

Limitations of the "simplified" or "adapted" classic: often omits background matter, character development, and symbolism, and sometimes supplies only skeletal plot.

Kinzer, John R., and Cohan, Natalie R. "How Hard Are the Simplified Classics?" XL (Apr. 1951), 210-211.

Analyzes thirty-eight editions of adapted classics to determine their level of reading difficulty.

### CLASSICS — 42

Melcher, Harold P., Jr. "Apology for the Classics." XXXIX (Feb. 1950), 100-102. (RT)

Argues that literary masterpieces are accessible to average and even dull students if the method of teaching is suitable for the class.

Page, M. Myriam. "Reexamining Certain Methods in the Teaching of Literature." XXXIV (June 1945), 326-329.

Quick reading may be one way of gaining knowledge, but the classics must be studied to get the most from them.

Royster, Salibelle. "Classics in the Early High School Years." XLI (Apr. 1952), 206-207. (RT)

Urges that freshmen and sophomores at all levels of ability receive more exposure to the classics; names specific books.

See also Reading, World Literature, and individual authors considered classic.

## Classroom — 43

Boicourt, Gerald. "A Classroom Designed for English." XL (Feb. 1951), 94-98.

Discussion—with architectural drawing—to show an English classroom as a "functional" aid to some of the activities that modern English teachers are including in their classwork.

## Clemens, Samuel Langhorne — 44

Brumback, Doris A.; Spell, Dianne A.; and Taggart, Martha C. "A Unit on *Tom Sawyer.*" LI (Jan. 1962), 51-52 (ST)

Unit which combines careful reading of the text with outside reading of interest to the student; some reference to audiovisual aids.

Cummings, Sherwood, "What's in *Huckleberry Finn?*" L (Jan. 1961), 1-8.

Discusses the two-level development and two major themes in a penetrating analysis geared to teaching in high school.

Gordon, Edward J. "What's Happened to Humor?" XLVII (Mar. 1958), 127-133.

Contains references to *Huckleberry Finn.*

Little, Gail B. "Three Novels for Comparative Study in the Twelfth Grade." LII (Oct. 1963), 501-505.

Discussion of the possibilities of comparative study in the twelfth grade of three American novels, of which one is *Huckleberry Finn.*

Marks, Barry A. "Mark Twain's Hymn of Praise." XLVIII (Nov. 1959), 443-448.

*Tom Sawyer* viewed as a satire on juvenile and adult romanticism, and as a song in praise of mankind's weakness and need for love in daily work and play.

Stegall, Carrie Coffey. "Mark Twain Teaches My Students." XLIV (Feb. 1955), 87-92.

The study of Mark Twain's use of commonplace experience, real and vicarious; his exact choice of commonplace words; his use of sentence structure to achieve mood; and his use of dialects as incentive to seventh graders to improve personal writing and knowledge of grammar.

## Clubs and Committees — 45

Brantley, Hilda. "A Practical Pupil-Activity Project." XXXVIII (Feb. 1949), 99-100. (RT)

Suggestion about using student committees to stimulate interest in junior-senior class projects—with fourteen illustrative examples.

Brickell, Henry M. "Let Them See the Professionals." XXXIX (Jan. 1950), 36-38. (RT)

Drama club attendance at various dramatic performances in Chicago.

____________. "What You Can Do with Sociograms." XXXIX (May 1950), 256-261.

Definition and procedure for making the sociogram; its use for planning group and committee activities.

Cullimore, Catherine M. "A Radio Workshop Club." XXXVII (June 1948), 318-320. (RT)

Implementation of an unusual student project described in detail.

Foster, Ruth. "A Club in Vocational English." XXXIII (Sept. 1944), 371-374.

Facts and practical suggestions concerning a vocational class project.

Gordon, Elizabeth. "The Little Democracies." XXXIX (Feb. 1950), 82-86.

Democratic system and responsibility to it inculcated by class club, parliamentary procedure, and class planned work.

Hussey, Edith L. "The Class Club." XLI (Sept. 1952), 357-362.

Club idea used to advantage in eighth grade English for the development of oral skills and sense of responsibility.

Leek, David C. "Committee Study Improves Writing." XXXIX (Oct. 1950), 455. (RT)

Class committees correct and evaluate teacher chosen and duplicated sentences which contain representative errors.

Logan, Edgar. "Stretch for the Stars." XLVIII (May 1959), 270-271. (ST)

Description of a high school Great Books Club whose membership requirements are the reading of ten classics and attendance at discussions and lectures on outstanding authors.

Manning, Marjorie. "The Class Club Belongs to the Students. XLIII (Jan. 1954), 24-26.

Allowing students to plan, organize, and run the class club according to parliamentary rules permits development of total personality and gives preparation for life.

Thompson, Nora B. "A Latin American Club in High School." XXXVI (May 1947), 260-261. (RT)

An account of how one high school established a Latin American Club. Lists pertinent materials.

Zachar, Irwin J. "An Assembly Committee at Work." XXXIV (Nov. 1945), 476-480.

Organization, operation, and general staging of student directed assembly program.

## Coleridge, Samuel T. — 46

Creed, Howard. " 'The Rime of the Ancient Mariner': A Re-reading." XLIX (Apr. 1960), 215-222, 228.

Deals with Coleridge's intentions, the framework of the poem, the poem as a tale of crime and punishment, and the importance of the poem's diction.

## College Entrance Examination Board (CEEB) — 47

Farmer, Paul. "Literature, Reading, and the College Board Exams." LI (Jan. 1962), 9-13.

An examination of the College Entrance Board examinations. The best preparation for the tests is the effective teaching of literature.

Martin, Harold C. "A Reply." L (May 1961), 327-328.

In response to an article immediately preceding his (See Wonnberger below.), the author explains the purpose of the preliminary CEEB document as presenting a general notion of the plans of the Commission on English.

Palmer, Orville. "Sense or Nonsense? The Objective Testing of English Composition" L (May 1961), 314-320.

Analyzes development of the College Entrance Examination Board test in writing. Lists virtues of and discusses problems of objective testing.

Ryan, Lawrence V. "The Literature Course for Secondary School Teachers of the Commission on English." LI (May 1962), 313-319, 326.

Identifies inadequacies in the teaching of secondary English from 35 placement themes on a selection from Melville; from this prelude the author discusses the development and rationale of the approaches to the teaching of literature through the institute of the Commission on English.

Wonnberger, Carl G. "A Report on a Report: Preparation in English for College-Bound Students." L (May 1961), 321-326.

Analyzes with a mixture of approval and uneasiness the preliminary statement of the CEEB Commission. Suggests that equal representation of all levels of instruction would provide more realistic approach to the central areas of language, literature, and composition in the English program.

## Comic Books and Funny Paper — 48

Bottrell, Helen Knollenberg. "Reading the Funny Paper Out Loud." XXXIV (Dec. 1945), 564. (RT)

Teach students to read the funny papers aloud to their juniors but stress keeping in mind basic criteria for effective reading.

Dias, Earl J. "Comic Books—A Challenge to the English Teacher." XXXV (Mar. 1946), 142-145.

Using comics as stepping stones to create interest in good literature.

Dittmer, Jane E. "Paragraph Writing Can Be Fun." XLII (Nov. 1953), 460-462. (RT)

Unit on the use of comics, comic strip characters and original "stick figures" as devices to introduce class study of paragraph writing and story writing.

Ellinger, Clifton. "Questionnaire on Comics." XLIII (Nov. 1954), 436-438.

Project on comics, including a questionnaire, in which students make judgments on their value.

Hazard, Patrick D., and Hazard, Mary. "The Graphic Media: I." L (Mar. 1961), 210-211. (PA)

Discusses comics as a means of reaching the reader, but suggests that this potentially instructive media can be greatly improved.

Makey, Herman O. "Comic Books—A Challenge." XLI (Dec. 1952), 547-549.

No good reader would prefer the comic book version of *Dr. Jekyll* to Stevenson's book, but the vogue shows that students want to read, and teachers can utilize the type as challenge to develop the ability to form mental images.

Overton, Gertrude H. "*Beowulf* Can Be Fun: An Account of an Unorthodox Approach." XLII (Oct. 1953), 392-393. (RT)

Chance remark by student in a noncollege senior class that *Beowulf* would make a "good comic book" resulted in unique class project.

Shuman, R. Baird. "Classical Comics: *Sic Aut Non?*" XLIII (Jan. 1954), 37-38. (RT)

Brief, simplified classical comics can be used to stimulate reading of "the big book" and to develop "comic-book critics."

Zamchick, David. "Comic Books?" XLI (Feb. 1952), 95-97. (RT)

Junior high school experiments in eliciting book reading as substitute for ineffective reading of comic books.

## Communication — 49

Boutwell, William D. "Education for the Age of Communication." XLVII (Mar. 1958), 138-143.

Today's youth must be taught to cope with the problem of communication by mass media; suggests case study in comparative communication.

Cook, Luella B. "An Inductive Approach to the Teaching of Language." XXXVII (Jan. 1948), 15-21.

Suggests the need for broad positive content in teaching of communication. The goals and values of writing programs should be clear in the minds of the teachers.

Denniston, Rosemary. "Communication Is Health; Communication Is Truth; Communication Is Happiness." XXXVI (Mar. 1947), 130-133.

Teaching suggestions for written assignments divided into four classifications: personal opinion and observation, exposition of events or ideas, creative writing, literary and critical evaluation.

Grey, Lennox. "Coordinating the Communication Arts." XXXIV (June 1945), 315-320.

Examines recent signs, historical background, classroom and community developments, and future policy with a view to teaching the communication arts not as tool, but as basic.

Lewin, Robert N. "A Course in Communication for High School Seniors." XLIX (Feb. 1960), 108-112. (ST)

Outline of a "technical" approach to communication, including the Shannon Weaver concept, the Lasswell Formula, I. A. Richards' scheme in Practical Criticism.

O'Malley, William J., S.J. "Literary Craftsmanship: The Integration of Literature and Composition." LII (Apr. 1963), 247-251.

Suggestions for sequence and wholeness in the English program during the four years of high school via the premise that literature and writing are two interrelated sides of communication.

Pooley, Robert C. "Communication and Usage." XXXIV (Jan. 1945), 16-19.

The function of language as communication, and the teacher's responsibility not to overemphasize the "correctness" of the language.

____________. "Where Are We At?" XXXIX (Nov. 1950), 496-504.

Briefly sketches the epochs of English teaching in the United States; then shows the resources the teacher has available through modern knowledge and research in such areas as grammar, composition, reading, and teaching technique through professional literature.

Schmidt, Mildred C. "Teaching Communication Today." XXXV (Mar. 1946), 159-161. (RT)

New communications media pose new challenges for today's communications teachers.

Shoemaker, Francis. "Communication and Community Life." XXXVI (Nov. 1947), 459-464.

Stresses the importance for school and community of the ability to communicate effectively in an era of mass and rapid communication.

Smiley, Marjorie B. "Do Your Classroom Procedures Really Teach Communication?" XLVII (Feb. 1958), 81-85.

"Student initiated" and "student centered" programs which develop socialized procedures are necessary for teaching communication skill. Includes teacher-student planning, mutual student assistance, and discussion.

Smith, Dora V. "Teaching Language as Communication." XLIX (Mar. 1960), 167-172.

The role of the teacher in achieving communication is to stimulate thought, to guide its expression, and to refine thinking, feeling, and imagination.

Vander Werf, Lester S. "Are English Teachers Afraid?" XLIII (Sept. 1954), 321-322. (RT)

Proposes regular and frequent reading and writing and speaking as a means of teaching clear communication.

Watts, Marjorie. "Three Problems for Composition Classes." XXXIII (Nov. 1944), 491-494.

What to Do about a Handicap, War-Working Parents, and Is Courtesy Important?—three problems analyzed in composition classes.

See also English Language, Mass Media.

## Composition — Content — 50

Bens, John H. "The Birth of an Idea." XLI (Oct. 1952), 415-420.

Three- to four-week teaching unit based on discovering the ideas the student holds as necessary for living happily today, the sources of these ideas, and how these ideas are transferred.

Bishop, Selma L. "What's in a Survey." XXXIX (Jan. 1950), 27-29.

A wide variety of activities to achieve concise and precise communication, centered in interviews with community leaders and the cooperative presentation of written reports.

Bloom, Anna; Shaffer, Virginia; Round, Simeon; Kell, Dorothy; and Newton, Ellis. "A Realistic Pattern for Writing Assignments." XLVI (Feb. 1957), 89-99.

Baltimore high school group successful in the teaching of writing discusses composition topics, organization, and evaluation to develop a more effective citywide program.

Bradford, Helen, "One More Theme." L (Mar. 1961), 197-199. (ST)

Shares a "consumer" theme assignment used with seniors. Motivates realistically because of its utilitarian aspect.

Brickell, Henry M. "A Marriage Proposal." XL (Oct. 1951), 423-427.

Exploration of the field of marriage—and of the boy and girl relationships leading to it—by reading, discussion, and the presentation of findings — proved provocative to seventeen seniors and made them aware of inadequacy of their language skills. Bibliography.

Brown, Frances. "Students Consider Their Futures." XXXIX (Nov. 1950), 515-517.

Describes a unit on vocational interests for seniors involving library research, field interviews, and oral reports.

Burnam, Tom. "A Note for Miss Higginbotham." XL (Oct. 1951), 436-439.

College professor's plea for *real* English

–the kind used by people students know –instead of the kind "Miss Higginbotham tries to impose in the classroom."

Burton, Dwight L. "Postwar Confusion as Motivation for Writing." XXXVII (Oct. 1948), 412-414.
Using "Senate" procedure, class first discussed several current events, followed by themes utilizing the "elements of argumentative writing."

Carlin, Jerome. "This I Believe–About the Essay." LI (Sept. 1962), 403-404, 409-411.
Specific suggestions for teaching the modern essay in high school.

Carlsen, G. Robert. "On Understanding One's Self." XXXVI (May 1947), 229-235.
Radio script based on student autobiographies written in class.

Clark, Helen McDonald. "Suggestions for Themes." XL (June 1951), 332-336.
Includes ideas for almost any need; action verbs, emotion words, mood words; Helen Keller, Robert Frost, Sara Teasdale; and leaders in the development of the state.

Clifton, Georgia E. "Living English." XLI (Apr. 1952), 194-196.
With teacher, vocational English students plan an experience curriculum; films, trips, visitors supply material to make writing meaningful.

Cook, Luella B. "Writing as Self Revelation." XLVIII (May 1959), 247-253.
A philosophy of composition instruction seeking to help pupils to develop an inner self, to live happily among their peers, and to share the larger vision of life. Differentiates private writing from marketplace writing.

Dilley, David R. "A Business Manager Looks at Business Writing." L (Apr. 1961), 265-270.
Accounting manager of U.S. Steel illustrates and discusses the characteristics of good writing in business. Gives detailed analysis of techniques: sequence for writing, tools, and style used by many competent business writers.

Dunn, Frank, "A Weekly Theme with a New Twist." L (Feb. 1961), 109-110, 135. (ST)
Shares a method which enables students to write a theme each week, as Dr. Conant advocates.

Eaton, Dorrence. "Themes Parallel Literature." XLIV (Feb. 1955), 100. (ST)
Specific topics which parallel English and American literature; e.g., Chaucer's Pilgrimage paralleled with trip to Mardi Gras.

## Composition — Creative Writing — 51

Appel, Joseph M. "Creative Writing through Dramatics." XLVIII (Nov. 1959), 482-483. (ST)
Sketches a classroom experience where an assignment to write a one-act play leads to some interesting results in student creativity and student theatricals.

Beck, Warren. "Poetry's Chronic Disease." XXXIII (Sept. 1944), 357-364.
Inspiration and suggestions for students who aspire to writing poetry.

Branch, Marie E. "Thematic Approach to Recreational Reading." XLIV (Sept. 1955), 352-353. (ST)
Specific outcomes of themes such as Learning to Live with Others, American Way of Life, Overcoming Handicaps, and Investigating Careers.

Byron, Dora. "For Sale: One Ivory Tower." XXXVII (June 1948), 310-314.
Plea–with wide variety of instances–that creative writing be taught with a modern problems approach.

Carpenter, Robert H. "We All Know Stories; Let's Write Them." XXXVIII (Mar. 1949), 139-143.
Discusses a wide variety of approaches toward getting students to express themselves in creative writing as a natural, integral part of class work.

Chapin, C. Esther. "Help Them Create." XXXVIII (Dec. 1949), 577-579.
Suggests procedures in writing class to increase student interest and proficiency in creative expression.

Cook, Luella B. "Writing in Terms of the Individual." XXXIV (Apr. 1945), 195-199.
Writing used as aid in personal development; suggests "intellectual agronomy" for

the enrichment and fertilization of the soil of the mind.

Farley, Anne F. "The Art of Essay Writing." XXXVI (Feb. 1947), 96-97. (RT)
A resumé of how one teacher successfully carries on an essay contest each year.

Flesch, Rudolph. "A Different View." XLI (Nov. 1952), 497-500. (RT)
By assuming that Herzberg (Mar. 1952) argues for a sales approach to composition assignment, Flesch contends that such teaching will start students on the road to writing frustration.

Freier, Robert. "Student Poetry Has Value." XLII (Feb. 1953), 88-90.
A method of alleviating student's dislike for poetry by using student poetry to stimulate interest rather than classical selections. Examples are given of some of the student poetry used.

Galleys, Beverly H. "Creativity in the Basic Skills Class." LII (Nov. 1963), 622-624. (ST)
A basic skills teacher reports on the success of a unit based on the students' writing of original plays.

Garrett, Lawrence, "The Writing of Poetry." XXXIX (Jan. 1950), 20-23.
Describes unit whose aim is the development of greater appreciation of poetry through experience in reading and writing it.

Hadley, Barbara, "Short Story Writing in Senior High." LI (Jan. 1962), 49-51. (ST)
The development of a creative exercise in writing.

Halperin, Irving. "Combining Art Appreciation and Imaginative Writing." XL (Sept. 1951), 396-397.
Through a study of El Greco and Breughel, teacher guides eleventh grade students to deeper concentration in observing, thinking, and feeling, and to improved writing.

Hayakawa, S. I. "Recognizing Stereotypes as Substitutes for Thought." XXXVIII (Mar. 1949), 155-156. (RT)
Illustrates the essential unconsciousness involved in the use of stereotypes—word formulas; apropos to writing the use of stereotypes is avoided by closer observation and by increasing contact with reality.

Johnson, Eric W. "Stimulating and Improving Writing in the Junior High School." XLVII (Feb. 1958), 68-76, 91.
Detailed discussion of techniques to teach writing and to stimulate it. Includes suggestions for marking papers.

Josephs, Lois. "A Disciplined Approach to Creative Writing." LI (Oct. 1962), 468-473.
Outlines a creative writing course, in which "disciplined approach" is viewed under the following subheadings: Development of Standards, Forms of Exposition, Research Paper, and the Short Story.

Kaplan, Milton A. "Look into Thy Heart and Write." XLIII (Jan. 1954), 13-18.
The vital autobiography replacing a dull one aids students in composition and in understanding themselves.

Kendrick, Dolores T. "On Teaching the Writings of Poetry." XLVIII (May 1959), 266-268. (ST)
Emphasizes the writing of poetry by pupils as an aid to understanding such creativity. Word weaving is a basic activity in this process.

Kinnick, B. Jo. "Traveling Salesman of English: Creative Writing." XLVI (Feb. 1957), 86-88.
Creative writing project based on words and poem predominantly appealing to the senses.

Lazarus, Arnold Leslie. "English XL." XLIII (Feb. 1954), 71-74.
Challenging English program for selected youngsters with ability to express themselves verbally; includes daily writing in journal, weekly composition (500 words) or poetry, and research paper.

Lewis, Ruby R. "Dollar Bills." XLI (May 1952), 266. (RT)
An anecdote of the genuine interest the teacher had in a hard-to-reach student, culminating in the gratifying effect of a poem she wrote for him.

Logan, J. E. "Topics for Compositions." XXXVI (Nov. 1947), 492-493. (RT)
A successful use of some teenage problems as topics for assignments in writing.

Lovrien, Marian. "Studying the Cultural Diversity of a Great City." XXXIX (May 1950), 262-267.

Sophomore English class sent in groups to neighborhood of urban blight in Chicago; observations as turned in via written reports showed increased social awareness.

McDonald, Catherine B. J. "Student Preferences in Written Composition Assignments in the Junior High School." XXXV (Sept. 1946), 390-392.

Teacher conducted survey of topic preferences, with percentage of results noted and explained.

Mallery, David. "A Human Relations Approach to Writing." XXXIX (Oct. 1950), 429-435.

Oral presentation and group analysis of writing in which students delved with real understanding into human situations of their own experience.

Marshall, Mariann. "Helping Seventh Graders to Spot Plots." XLVII (Nov. 1958), 507-510. (ST)

Discusses how to help students decide on theme topics, especially limiting them; suggests using newspaper ads, story completion, and similar creative techniques.

Merriam, H. G. "Who Can Teach Creative Writing?" XXXVI (Nov. 1947), 464-469.

The teacher of creative writing helps students to see life in terms of expression by creating classroom situations conducive to releasing the mind and imagination.

Mersand, Joseph. "What Has Happened to Written Composition?" L (Apr. 1961), 231-237.

Reviews a half-century of progress in the teaching of writing by tracing patterns with respect to aims, content, methodology, and evaluation.

Muntz, Herbert E. "If Pupils Are People—." XXXV (Mar. 1946), 138-142.

Use of biography and character sketches in teaching exact expression and precise thought.

Murray, Alice I. "From an Island of Silence." XLII (Oct. 1953), 382-384, 396.

Shares three conclusions which proved a challenge to teacher in preparing seniors to write themes. Several opening paragraphs from students' themes included. Lists ten results or "highlights" of this "thrilling experience."

Noble, Donald. "Rewriting the Great Plots." L (Dec. 1961), 628-629. (ST)

Lists subjects assigned for writing assignments based on *Julius Caesar* and on *Silas Marner.*

Nurnberg, Maxwell. "Improving High School Composition." XXXVI (May 1947), 243-247.

Suggests student choice of composition topics for "making writing as enjoyable as literature."

Olson, Helen F. "What Is Good Teaching of Written Composition?" L (Apr. 1961), 238-245.

Effective teaching of writing induces students to make their writing idea-centered, clear, logical, and individual in style.

Palmer, Dora E. "Out of the Rut—Into the Groove." XXXIV (Oct. 1945), 423-428.

Challenges English teachers to "get in the groove" with students to find out what they want and need—specifically in theme topics.

Person, Tom. ". . . So Proud You Could Pop!" XLIX (Nov. 1960), 520-527.

Topic-divided account of teaching creative writing: Setting the Atmosphere, Teaching the Elements of Fiction, Establishing the Attitudes, and Handling Varied Personalities.

Peterson, R. Stanley. "Once More to the Well: Another Look at Creative Writing." L (Dec. 1961), 612, 617-619, 637.

Offers five assignments to illustrate an approach to teaching the writing of short stories and five more for teaching the writing of poetry.

Porter, Norma. "Fiction Writing—Eighth Grade Style." XLVII (May 1958), 292-293. (ST)

After class writes story together, each member contributing something, pupils are ready to write own story.

Potter, Ralph. "On Teaching the Writing of Poetry." XXXIX (June 1950), 307-313.

Outlines a unit in the writing of poetry for a senior honors class based on readings and practice; cites numerous instances of student-produced verse.

Potter, Ralph, and Dale, Julian. "A Technique of Teaching Short Story Writing." XXXVII (Apr. 1948), 248-252.

A step-by-step program with examples of writings which resulted from model-based assignment or class discussion.

Ramsey, Lucille. "Original Activities in Seventh Grade Language Arts." XXXVII (Sept. 1948), 352-358.

Creative writing based on pupil interest and talent as opportunity for individual development.

Rechtien, John, S. M. "Something That Challenged." L (Mar. 1961), 202-203. (ST)

Account of stimulating enjoyment and understanding of poetic forms by teaching students to write original verse from their descriptive paragraphs.

Reeves, Ruth E. "The W. in R.W.S." XLIX (Apr. 1960), 256-259. (ST)

Detailed account of journal writing by a seventh grade class, includes subjects to write about and means of evaluating.

Rose, Elizabeth. "Let Them Write What They Know." XLI (Nov. 1952), 495-497. (RT)

The basic material from which honest, responsible, and imaginative writing begins and develops is the personal experience of the individual.

Sheridan, Marion C. "Creative Language Experiences in the High School." XLIX (Nov. 1960), 563-569.

Describes the relationship of creativity to individuals, to writing, and to the teaching of literature.

Smith, Josie C. "An Experience in Creative Writing." XLI (Sept. 1952), 372-373. (RT)

Bibliographical research on Moses, Solomon, and Socrates led to choric presentation for class on Gandhi, involving much writing and revision.

Spriggs, Virginia Pauline. "Creative Writing May Be Taught." XXXVII (Apr. 1948), 198-200. (RT)

Cites specific examples of helping junior high school writers to think more clearly, to read more discriminatingly, to become conscious of styles in current reading material, and to choose words more precisely.

Thomas, Cleveland A. "Fostering Creativity in High School English." LI (Dec. 1962), 625-627.

Sketches areas for creativity in the high school, fostered by interaction of young minds and ideas, proper mixture of expository and imaginative writing, and creative projects that grow from literature.

Thornley, Wilson R. "The Case for Creative Writing." XLIV (Dec. 1955), 528-531.

Argued from a provision for severe and exact discipline of mind and spirit, the development of a creative audience, and the contribution to the realization of life.

____________. "Developing the Creative Process in Poetry." XXXVIII (Sept. 1949), 375-379.

Teaching creative expression by dramatizing the revision of poems—with illustrations.

Turner, Minnie P. "Living through Early American Literature." XLV (Feb. 1956), 92-95.

On script, rehearsal, and presentation of class researched and class written scenes from the American past.

Warren, James E., Jr. "The Topic Sentence in Creative Writing." XXXVI (Dec. 1947), 530-532.

Points out the impetus given high school students in creative writing when the topic sentence is supplied.

Weston, John. "A Case for Creativity." L (May 1961), 346-348. (ST)

Takes a stand on the place of creative writing among the many types of writing in the high school program with some basic suggestions as to *how* to encourage creativity.

Wolfe, Don M. "Can Creative Writing Be a Democratic Art?" XL (Oct. 1951), 428-432.

Argues that the teacher who can temporarily overcome concern for correct mechanics and develop a sense of observation and feeling for recording will find with Emerson that "Every man is eloquent once in his life."

See also Play Production and Writing.

## Composition — Evaluation — 52

Canfield, Sally Martin, and Kolker, Harriette B. "Correcting the Impossible Theme." LII (Nov. 1963), 619-621. (ST)

A teacher and a corrector describe an experiment "with a group of fourteen impossible-theme writers of eighth grade placement." Pertinent information about the "corrector's technique" and an evaluation of the results.

Davis, Sylvia. "Fun with Paragraphs? It's Possible." LII (Apr. 1963), 288-291.

Paragraph and sentence criticism made more palatable to the sensitive junior high school student by the use of pseudonym.

Dusel, William J. "How Should Student Writing Be Judged?" XLVI (May 1957), 263-268, 299.

Relates standards and forms of judgment to evaluation by pupil, by his peers, and by his English teachers.

Heys, Frank, Jr. "The Theme-a-Week Assumption: A Report of an Experiment." LI (May 1962), 320-322.

Gives results of experiment to determine relative effects of reading, as opposed to practice writing, in improving writing skills.

Koclanes, T. A. "Can We Evaluate Compositions?" L (Apr. 1961), 252-257, 264.

Identifies three levels in evaluation of writing—easiest, correctness of expression; less objective, paragraph development and structure; most difficult, purpose, organization, and significance of ideas. Differentiates between evaluation which measures and compares and evaluation which teaches.

Lowe, Lee Frank. "Theme Correcting via Tape Recorder." LII (Mar. 1963), 212-214. (ST)

Earphone listening makes correction and comment effective and personal.

McGuire, Edna. "College Freshmen on Writing in High School." LI (Apr. 1962), 256-258.

Responses to questionnaire from fifty junior college freshman English students concerning their experience with writing and theme grading in high school.

Palmer, Orville. "Seven Classic Ways of Grading Dishonestly." LI (Oct. 1962), 464-467.

Explores wrong and right ways of evaluating student work; challenge to teachers to consider evaluation practices.

See also Correction of Papers and Themes.

## Composition — General — 53

Baker, William D. "Swimming Coach." XLVI (Jan. 1957), 40-41. (ST)

Satiric parallel between teaching English by workbook and teaching swimming by naming the body bones.

Beggs, Berenice. "They Learn to Write by Writing." XLIV (May 1955), 292-293. (ST)

Suggestions and devices for achieving the English teacher's obligation to develop ability in oral and written expression.

Bell, Lynne. "Do We Listen to Our Pupils?" XXXIII (Feb. 1944), 79-81.

Speech development parallels and reflects the child's intellectual and social growth; accordingly, facility in expository writing is a slow process of development rather than a pedagogical problem.

Chapin, Elsa. "One Freshman, One Class, One Nation." XXXVI (May 1947), 247-252.

A two-semester plan for teaching junior college freshmen to speak and write well by a variety of devices.

Dusel, William J. "Some Semantic Implications of Theme Correction." XLIV (Oct. 1955), 390-397.

A study of the teaching of writing in California secondary schools, with significant conclusions concerning marking procedures.

Evans, Bertrand. "Writing and Composing." XLVIII (Jan. 1959), 12-20.

Suggests that the difference between mere writing and thoughtful composing is determined by a stimulating idea. Supplying a topic sentence or ways to relate concepts can help achieve the desired difference.

Gregory, Emily Betts. "Managing Student Writing." XLIV (Jan. 1955), 18-25.

Appreciation of, preparation for, and practice in sincere and effective expression (communication) in eleventh and twelfth grade classes.

Grose, Lois M. "Essential Conditions for

Teaching Written Composition." L (Apr. 1961), 246-251.

Identifies essentials both in teacher characteristics and working conditions for effective teaching of writing. Person-to-person communication between pupil and teacher helps teacher evaluation.

————. "Teaching Writing in the Junior High School." XLIX (Feb. 1960), 89-94.

Overview of writing programs at the junior high school level, with helpful teaching suggestions for developing skill and competence.

Henry, George. "How to Get Interesting Themes." XXXIII (Sept. 1944), 348-355.

Ways of relating composition to the pupil's inner being—to evaluations and meanings.

Herzberg, Max J. "It's No Fun to Write." XLI (Mar. 1952), 127-131.

Stresses the similarities that exist between uninspired composition assignments and adult, professional writing; suggests that the teacher write for sale; develops "six laws of composition."

Hester, Sister Mary, S.S.N.D. "Do They Write Frequently Enough?" XL (Oct. 1951), 447-448. (RT)

Plea to examine "collective consciences on the amount of writing" assigned to students and the "educational quality of (the) correcting."

Hilkert, Robert N. "Language Competencies Required by Occupational Choice." XXXIX (Mar. 1950), 137-144.

Specialized courses (Business English specifically) do not concentrate on the central problems of how to speak and write concisely, clearly, and persuasively; they do not increase understanding of human relations as does literature.

LaBrant, Lou. "The Individual and His Writing." XXXIX (Apr. 1950), 185-189.

In an age when much communication is stereotyped or verbal exchange, practice in writing is still the best way to crystallize vague ideas and the best device for cultivating appreciation of language.

————. "Writing Is More Than Structure." XLVI (May 1957), 252-256, 293.

The culmination of language skills is focus, point of view, the audience, length, emphasis, selection, responsibility for what is said and for its effect.

Lauterbach, Anne. "Those Who Can." XXXIII (Oct. 1944), 437-438. (RT)

Personal experience of enrolling in two writing courses and thereby gaining new insights into student composition problems.

Lowry, Lorraine. "Windows on the World." XLIX (Feb. 1960), 115-117. (ST)

Books about places and people used to inspire creativity in several kinds of writing. Bibliography.

Macrorie, Ken. "Words in the Way." XL (Sept. 1951), 382-385.

Encourage students to express thoughts simply and to listen to classmates read their compositons; cautions against holding students to standards of professional writers.

Makey, Herman O. "The Curse of the General." XXXIII (Mar. 1944), 157. (RT)

The importance of using specific personal ideas to express thoughts.

Miller, Genevieve. "Try This One On for Size." XLI (Feb. 1952), 98. (RT)

High school sophomore's brief satire on inapplicable paragraph assignment.

Minton, Arthur. "Structure." XXXVII (Dec. 1948), 529-533.

Structure is organizing complex materials purposefully. The essay deals with various rhetorical structures in composition.

————. "Thinking-Composition." XL (Jan. 1951), 7-11.

The problems of "teaching thinking-composition" are many and complex; the process is characterized by precision, thoroughness, and relevance; and the teacher must train students to assimilate, evaluate, and organize data.

Morse, Grant D. "There Is No Substitute for Writing." LII (Jan. 1963), 57-58. (ST)

Adequate compositions derive from practice in writing, careful correction, and good reading habits.

Pence, R. W. "Who's to Blame?" XXXVII (June 1948), 306-310.

Writing difficulties stem not from the teacher or the pupil, but from language itself, a fact the student must be taught to realize.

Poley, Irvin C. "A Spiral Approach to Composition." XXXIII (Dec. 1944), 532-538.

A detailed account of one way of handling a week's work in composition.

Roberts, Paul. "Linguistics and the Teaching of Composition." LII (May 1963), 331-335.

The knowledge of the structure of the English language—grammar in progressive refinement—is increasing rapidly and becoming available to teachers as subject matter in humanistic study of the language; such study, however, "is not to be expected" in an era of mass education to "effect any enormous improvement in writing."

Royster, Salibelle. "Two Decades a Teacher of English." XXXIII (Dec. 1944), 551-554.

Interesting personal reminiscences and analysis of changes in the teaching of English.

Stegall, Carrie Coffey. "Mark Twain Teaches My Students!" XLIV (Feb. 1955), 87-92.

The writings of Mark Twain shown as argument to seventh grade pupils that personal experience is prerequisite to readable, interesting, and acceptable composition.

Veidemanis, Gladys. "The Teaching of Speaking and Writing: An Articulated Approach." LII (Mar. 1963), 172-177.

Rhetorical principles as basis for combining speech and writing successfully.

Watts, Marjorie S. "Not Just Gab." XXXIII (Jan. 1944), 14-20.

A teacher's experiences in using parliamentary procedure and human problems to stimulate thoughtful discussion.

Wolfington, A. H. "A Ratio for Sentence-Length Variety." LII (Sept. 1963), 452-453. (ST)

An examination of a well-known quality magazine to ascertain the ratio of short, medium, and long sentences.

Wykoff, George S. "Practical Helps on Teaching Written Composition." XLI (June 1952), 310-312.

Teacher, student, and correction time are involved in the improvement of writing by frequent, regular practice and revision after strict marking.

Zollinger, Marian. "Developing Competence in Writing." XLI (Oct. 1952), 411-415.

Two-year concerted effort in Portland, Oregon, high schools resulted in defined goals, various approaches to measuring the ability to write, and faculty cooperation.

## Composition — Motivation — 54

Blum, Martin. "'Personal' Reading and Writing." XLIV (Jan. 1955), 36-37. (ST)

Five specific techniques for encouraging a student's personal reading and five specific techniques for encouraging a student's personal writing.

Cozzo, Joyce R. "Clinics for Writing." LI (Jan. 1962), 26, 31-32, 43.

Program, financed by a grant from the Fund for the Advancement of Education, for developing greater interest and effectiveness in writing.

Dusel, William J. "Planning the Program in Writing." XLV (Sept. 1956), 320-327.

Makes psychological validity the keystone in the approach, the activities, and the evaluations of the writing program.

Feeley, Mary F. "Let Them Talk—Then Write." XLIV (Oct. 1955), 414. (ST)

Ideas for written compositions from three-minute speeches by pupils about their specialties.

Frank, Robert. "An Experiment in Senior English." XXXVIII (Jan. 1949), 10-22.

Interest created in senior composition by dealing with current social, economic, and political problems.

Gelshenen, Rosemary. "Thirteen." XLIV (Oct. 1955), 413.

A teenage magazine as a culminating activity in an eighth grade class.

Hook, J. N. "Suggestions for the Use of 'Ideaform'." XLV (Jan. 1956), 33-34. (ST)

Explanation of what "Ideaform" is and ways the paper can be used most advantageously.

LaBrant, Lou. "Inducing Students to Write." XLIV (Feb. 1955), 70-74, 116.

Teacher's sharing of personal experiences with the satisfactions and difficulties of writing in order to motivate student writing.

____________. "Teaching High School Students to Write." XXXV (Mar. 1946), 123-128.

Aims of composition instruction are more than mechanical proficiency; stresses writing topics of interest to students.

Latham, Al. "Eleventh Graders Make Their Own English Handbooks." LII (Sept. 1963), 450-451. (ST)

Examples of current usage used to motivate students to learn and apply the rules of the mechanics of writing.

Logan, Edgar. "Physical Words." XLIII (Apr. 1954), 196. (RT)

Power-packed words of sports writing used as motivation for writing descriptive paragraphs.

McAnulty, Gertha G. "Our Busy Files." XLIV (Apr. 1955), 229-230. (ST)

A plan for motivating pupils to write, read, compare themes, correct, and revise with a minimum of coercion.

McDonald, Catherine B. J. "Student Preferences in Written Composition Assignments in the Junior High School." XXXV (Sept. 1946), 390-392.

Condensed report of survey of preferences of junior high school students in assignments in written composition.

Moberg, Edith H. "A Project in Writing." XXXVIII (Oct. 1949), 460-462. (RT)

Ten minute, day-by-day, notebook diary as motivation for students to improve mechanics and writing skills generally.

Mortimer, Hazel M. "Motivation by Adopting a Ship." L (Nov. 1961), 560-561. (ST)

"Adoption" of the S. S. *Robin Locksley* combined with letters and questions to the boat's captain provided motivation and a central theme for student writing.

O'Malley. William J., S.J. "Literary Craftsmanship: The Integration of Literature and Composition." LII (Apr. 1963), 247-251.

Suggestions for sequence and wholeness in the English program during the four years of high school via the premise that literature and writing are two interrelated sides of communication.

Robinson, Marjorie C. "Around Again with Willie." XLVI (May 1957), 257-261.

Reading widely in current magazines in the classroom as motivation for solving vexing problems in the teaching of writing.

Sanders, John. "Begin a Theme with Proust." XLV (Nov. 1956), 488-489. (ST)

Mimeographed titles of works unfamiliar to junior high school pupils (*Tale of a Tub, Of Human Bondage*) as stimulant to themes —from original jotting to ditto carbon booklet.

Sheridan, Marion C. "Can We Teach Our Students to Write?" XL (June 1951, 320-324.

Argues that the responsibility to teach pupils to write efficiently lies in "response to an urgent need," "from the practical into the realm of ideas." and when "form has achieved importance."

____________. "The Menace of Communism." XLIII (Feb. 1954), 87-88. (RT)

Requiring a paper from each student in college preparatory division for an essay contest proved to be a motivating experience for research, organization, and expression.

Smith, Lujean C. "A Ninth Grade Writing Program." L (May 1961), 348, 354. (ST)

Five thematic units embracing area of personal experience and response to appropriate literature as a means of establishing emotional readiness for writing.

Sobotka, Mildred. "You'd Better Take English IV!" XLIII (Oct. 1954), 374-376.

Returning alumni who had a year or two at college increased the enrollment in optional senior English.

Struebing, Helen Sturnick. "Stimulating Creative Writing in the Junior High School." XXXV (Oct. 1946), 445-447.

Suitable quotes, watchwords, Disney movies, and scrapbooks as projects and techniques for arousing student creativity.

## Composition — Procedure, Method — 55

Adler, John C. "The Metatextbook Factor in Writing." XLVIII (Dec. 1959), 511-517.

Suggests that teachers may be providing too much guidance in student writing; maintains that pupils have a "creative unconscious" rarely tapped by teachers.

Anderson, Lorena A. "Ways and Means in the Teaching of Writing." LI (Dec. 1962), 621-624.
Suggestion for writing atmosphere, discussion, revision, evaluation, and enrichment—all parts of the teaching of composition.

Anderson, Richard D., and Wigington, Ralph. "An Aid in the Teaching of Writing." LI (Nov. 1962), 568-571. (ST)
Proposes a sequential program for the teaching of composition based on a five-paragraph structure stressing organization.

Baker, Virginia M. "Teaching Point of View in Fiction." LII (Dec. 1963), 699-701. (ST)
A teacher offers a procedure which might help high school students understand what is meant by "an author's point of view."

Barns, Ruth M. "An Approach to Composition in the High School." XXXV (Nov. 1946), 483-486.
Offers a number of subjects of interest to ninth and tenth grade pupils, a model paragraph, and suggestions for composition correction.

____________. "Try Paragraph Writing." XLV (Oct. 1956), 412-414. (ST)
Contends for teaching the basic principles of good writing within the short span.

Bateman, Donald R. "More Mature Writing through a Better Understanding of Language Structure." L (Oct. 1961), 457-460, 468.
Reports an experiment which sought to determine the effect on student's sentence construction of presenting modifiers in terms of "layers" rather than in traditional terms.

Bergman, Floyd L. "Individualization: Key to More Writing." LI (Mar. 1962), 192-196.
Merits and difficulties of individual attention in the laboratory method of teaching writing.

Blumenthal, Joseph C. "Without Form, and Void." XXXV (Sept. 1946), 376-380.
A controversial topic of the day is outlined as an instance of procedure for teaching expository writing.

Camp, Barbara L. "Teaching Pupils to Write via the Paragraph." XLI (May 1952), 258-261.
Method of writing the unified paragraph by using photographs to illustrate point of view, detail, color, etc.

Cauley, Thomas. "Evaluating Topic Sentences." XXXIX (Sept. 1950), 394. (RT)
Device for differentiating among the hackneyed, the original, and the significant.

Cohler, Jenny. "Say What You Mean." XLIII (Feb. 1954), 84-86.
Awareness of the factors involved in honest and effective communication developed by directed examination of examples of strong and weak student writing.

Dusel, William J. "Planning the Program in Writing." XLV (Sept. 1956), 320-327.
Balance between general and specific suggestions for achieving psychological validity as the keystone of the program.

Hartman, Marjorie. "Best for Most." XLIV (Feb. 1955), 99. (ST)
A procedure for studying spelling, analyzing and writing sentences, and writing paragraphs.

Henry, George. "How to Get Interesting Themes." XXXIII (Sept. 1944), 348-355.
Devices, themes, and literary works used to penetrate the real world of pupils and to make that world serve the ends of composition.

Horton, Stephen H. "The Place of Devices in Composition." XXXIX (May 1950), 271-272. (RT)
When the student "has thought of something to say and of someone to say it to and has analyzed the nature of his audience, then, and only then, do devices become useful in writing."

Kraus, Silvy. "Grouping for the Teaching of Composition." XLVIII (Oct. 1959), 402-404. (ST)
Counsels the use of small groups of students, homogeneous in some writing skill, to individualize instruction. Outlines procedures in teaching a précis.

Lawson, Ray H. "Composition for Seniors." XLI (Feb. 1952), 82-85.
Content and method for a twelfth grade composition course to suit the needs of col-

lege-bound students who have had an inadequate writing background.

Lockerbie, D. Bruce. "Solomon Was Wrong." LII (Nov. 1963), 596-600.

In teaching composition, author advocates the concept of " 'the speaking voice' and the corollary matters of *tone, attitude,* and *audience.*" Concept applied to several poems and the compositions of students.

McLaughlin, Brian K., and Trainor, Francis X. "An Inductive Method of Teaching Composition." LII (Sept. 1963), 420-425, 467.

Explanation of teaching composition by inductive method, beginning with the topic sentence and leading to the paragraph, then on to the whole composition.

Pudlowski, Victor. "Compositions—Write 'em Right!" XLVIII (Dec. 1959), 535-537. (ST)

Use of a composition outline having four specific elements helps restrict verbosity and disunity in writing.

Renwick, Ralph, Jr. "Writing 'Construction,' an Aid in Teaching Composition." XLVI (Nov. 1957), 491-494.

Exercises based on furnishing students elements from writing already in print to attain conciseness in sentence and organization in paragraph.

Rowland, Howard S. "Using the TV Western." LII (Dec. 1963), 693-696.

"TV's integral relationship to almost every facet of the English curriculum" is demonstrated by the author's use of the TV western. Includes a detailed study plan, "Suggested Questions and Projects for Students."

Saalbach, Robert P. "Teaching Students to Organize." XLVII (Nov. 1958), 505-507. (ST)

Names specific steps to follow in organizing a theme.

Shanklin, Agnes K. "Adventure in English I: A Cultural Odyssey." LII (Jan. 1963), 54-57.

Reading program evolved from cultural history to stimulate composition.

Staats, Mabel M. "Continued Next Week." XLIX (Feb. 1960), 112-114. (ST)

Writing lessons with high school juniors stimulated through use of technique "continued next week."

Stephenson, Claude E. "A Sequential Approach to Advanced Composition." LI (Feb. 1962), 114-116. (ST)

Outlines framework for cumulative development; and then holds the student responsible "for all concepts previously taught."

Trabue, M. R. "Before They Write." XXXIV (Jan. 1945), 9-15.

Bring the everyday living experiences into the English classroom instead of only teaching the students what is linguistically "right."

Warriner, John E. "Hurdling English Mechanics." XXXV (Oct. 1946), 447-450.

As basis for composition content, a "hurdle" examination in mechanics in tenth grade—with sanction—was found effective through standardized test.

Wheeler, Robert W. "Some Uses of the Opaque Projector." L (Sept. 1961), 417-419. (ST)

Suggests means of focusing student eyes and minds on their own words in composition and on pertinent literary materials.

Wolfe, Don M. "How to Begin? The First Writing Assignment." XLIII (May 1954), 244-248.

Offers a detailed plan for establishing rapport with the class and for taking advantage of the enthusiasm of returning to school in the first writing assignment.

Wonnberger, Carl G. "They All Can Learn to Write." XLV (Nov. 1956), 455-461.

Urges wide diversity in the writing experience in "classrooms become laboratories" where writing experiments can be done naturally.

____________. "Writing—A Way of Life." XLVIII (Feb. 1959), 66-73.

Opinions on how to improve the power of observation, how to help students toward a supple vocabulary, the function of a composition text, the problems of composition planning, and the place of techniques in composition work.

## Composition — Projects — 56

Armstrong, Agnes C. "Project Teaching Develops Language Arts." XLI (Dec. 1952), 544-547.

### COMPOSITION — 56

Illinois congressman's world tour made occasion for developing skills in writing.

Boner, Agnes V. "Clear Thinking through Expression." XXXVIII (Sept. 1949), 380-383.

Descriptions of a number of projects which demand clarity of thought by students.

Haymaker, Hilda. "For a Change." XLIV (Mar. 1955), 162. (ST)

A small hole in a sheet of paper as a unique introduction to a writing assignment.

Lycan, Eva Hanks. "A Partnership English Project." XXXIV (May 1945), 275. (RT)

Students worked together on a project titled "My America," with a poem as final outcome.

Murphy, Charles P. "A High School Journal." LII (Sept. 1963), 448-450. (ST)

Daily journal used in senior classes to motivate writing on a diversity of subjects.

Sheridan, Elizabeth. "Your Seniors Think about the Future." XLIII (Oct. 1954), 381-382. (RT)

Project, which indirectly required use of all language skills, directly provided opportunity to meet and converse with strangers in the working world.

Simpkins, Edward. "The Detroit Plan for Sequence in Writing." LI (Dec. 1962), 640-642.

Describes an approach to sequence in writing based on thematic organization of the curriculum and an interrogation-response technique.

Tabackman, Sadie. "Our Future Leaders' Ideals." XLIV (Feb. 1955), 93-96.

Surprise request to seventy college preparatory students for written expressions of their philosophy of life and the influence of the English class upon it.

Theodora, Sister Mary. C.S.A. "The Daily Writing Assignment. XL (Apr. 1951), 226-227. (RT)

Small, daily compositions based on single word titles (Driftwood, Fog, Daydreams), along with insistence on revision, produce satisfying results.

Wallace, Robert. "A Writing Exercise That Works." XLIX (Oct. 1960), 489-490. (ST)

Suggests students rewrite passages of good prose, a la Benjamin Franklin, and then compare the two versions to improve their writing.

Whittaker, Charlotte C. "The Shared, Contemporary Experience as a Basis for Freshman Composition." XXXV (Jan. 1946), 21-29.

Students can be stimulated to write interesting themes if the subject matter is immediate and mode significant. Cites "projects and patterns."

### Composition — Sentence — 57

Bertsch, Ruth E. "Linguistic Birds and Sentence Structure." LI (Jan. 1962), 46-49. (ST)

Building sentences from the basic elements to the more complex—along with reference to the problems of subordination.

Bissex, Henry S. "Writing Diamonds." XLVIII (Feb. 1959), 82-83. (ST)

Exercises in paragraph writing to focus attention on the value of variety in sentence structure.

Clark, Bobbie Godlove. "Maybe Exercises Aren't So Bad, after All." XXXIX (Oct. 1950), 455-456. (RT)

Advocates use of meaningful, related, student-interest oriented sentences in English exercises—teacher made.

Davison, Ethel B. "Power from Sentence Patterns." XXXIX (Sept. 1950), 379-384.

Urges study of sentence patterns as tool for analyzing the related groups of words in which meaning is sought, and urges practice in building varieties of sentences.

Hunt, Kellogg W. "Improving Sentence Structure." XLVII (Apr. 1958), 206-211.

Illustrates a very practical application of structural patterns to common faults of sentence structure, with emphasis on spotting difficulties and total meaning.

Kraus, Silvy. "Comparison of Three Methods of Teaching Sentence Structure." XLVI (May 1957), 275-281.

Summary of doctoral research project set up with junior classes to study the teaching of sentence structure under conditions of prescribed experiment.

Leek, David C. "Committee Study Improves Writing." XXXIX (Oct. 1950), 455. (RT)

Class committees correct and evaluate teacher chosen and duplicated sentences which contain representative errors.

Lundberg, Hilda M. "Introducing a Sentence Pattern, Part 2, Teaching Three Language Skills." XXXIX (Dec. 1950), 556-557.

Teaching eighth grade pupils to write and define compound sentences.

McEuen, Kathryn. "Is the Sentence Disintegrating?" XXXV (Oct. 1946), 433-438.

Examines Jesperson's definition and classification of the sentence and cites numerous instances of the fragment sentence to demonstrate its acceptability.

Rosenson, Julius S. "The Oral Approach to Sentence Sense." XLVII (Oct. 1958), 425-430.

Correlates spoken language with written language in forming sentences and punctuating them. Sentence sense in writing can be based on the natural sentence sense of speech.

Stageberg, Norman C. "Some Structural Ambiguities." XLVII (Nov. 1958), 479-486.

Suggests a practical application of structural patterns by identifying twenty situations (e.g., adjective plus noun in possessive case plus noun—a dull boy's knife) which cause structural ambiguity in student writing.

Tichenor, Helen. "The Sentence: A Basis for Grammar and Composition." XXXVII (Sept. 1948), 361-364.

The sentence as basis for teaching both grammar and composition—even in high school.

Weinstock, Esther M. "The Syntax Twins." XLII (Feb. 1953), 97. (RT)

A classroom procedure to illustrate the teaching of the introductory elliptical clause by using the names of famous couples in history or literature.

Winfrey, Sally. "Toward Improvement in Writing." XL (Apr. 1951), 221-222. (RT)

Short, varied sentences containing the right words, especially verbs, and avoidance of weak words and trite expressions as way to improvement in style and idea.

See also English Language (Usage) and Grammar.

## Conrad, Joseph — 58

Bluefarb, Sam. "The Sea—Mirror and Maker of Character in Fiction and Drama." XLVIII (Dec. 1959), 501-510.

The *Nigger of the Narcissus, The Shadow Line,* and *Typhoon* serve as instances in the discussion of the article's theme.

Burton, Dwight L. "Teaching 'The Secret Sharer' to High School Students." XLVII (May 1958), 263-266.

The "teachable characteristics" of the story—including symbolism and the devices of fiction—are explored as a vehicle to turn "events into ideas."

Hunt, Kellogg W. "*Lord Jim* and *The Return of the Native:* A Contrast." XLIX (Oct. 1960), 447-456.

Finds *Lord Jim* "superior in effectiveness" to *The Return of the Native.*

King, Carlyle. "Conrad for the Classroom." XLVII (May 1958), 259-262.

Shows how Conrad in his various books is good for the classroom because he "speaks to the conditions of the young," deepens their sympathies, and "extends the horizons" of their souls.

## Correction of Papers and Themes — 59

Andrews, Joe W. "Redpencilitis: Cause and Cure." XLII (Jan. 1953), 20-24.

Seeks to dissolve the specter the red pencil raises by emphasizing the importance of individual marking for improving student writing.

Cohen, Nachman. "Correcting Compositions without Pencil." XXXIX (Dec. 1950), 579-580.

Experiment with Disc Voicewriter for recording teacher comments on essays for listening by the individual student author.

Cotter, John G. "Paragraph Evaluation." XXXVIII (Oct. 1949), 458-460. (RT)

A five phase method for pupil participation in paragraph evaluation.

Dole, Frederick H. "Teaching the Essay." XXXVI (Mar. 1947), 154. (RT)
A list of helpful procedures teachers may wish to use in grading student essays.

Dusel, William J. "Some Semantic Implications of Theme Correction." XLIV (Oct. 1955), 390-397.
Discussion in depth of a statewide study of the teaching and correction of writing in the secondary schools of California.

Gelshenen, Rosemary. "Compositions on Trial." XLI (Oct. 1952), 431-432. (RT)
After teacher underlines errors, jury of twelve classmates decides if composition is "passing."

Girr, Francis X., Jr. "Group Paragraph Revision." XLIX (Dec. 1960), 630-632. (ST)
Describes method of pointing out weaknesses in writing to the class simultaneously.

Grissom, Loren V. "Student Leadership in Evaluating Compositions." XLVIII (Sept. 1959), 338-339. (ST)
Argues for laboratory sessions where groups of students read one another's themes and learn to evaluate their products according to student formulated standards.

Hugh, Sister Mary, R.S.M. "Visual Aid Versus Red Pencil." XLI (May 1952), 266-268. (RT)
Composition improvement by opaque projection of student-written themes.

Johnson, Eric W. "Avoiding Martyrdom in Teaching Writing: Some Shortcuts." LI (Sept. 1962), 399-402.
Fifteen numbered items for shortening teacher work in evaluating and marking student themes.

Keene, Katharine. "Students Like Corrections." XLV (Apr. 1956), 212-215.
Student attitudes towards correction and grading as disclosed from a lengthy questionnaire given by the author to her seventy composition students.

Logan, Edgar. "A Red Pencil Holiday." XL (Jan. 1951), 41-42.
Experiment using the positive approach—underscoring a good idea or colorful phrase rather than errors.

McCafferty, John. "Beginning Composition in the Senior High School." XLIX (Dec. 1960), 636-638. (ST)
Describes a method of grading compositions according to calculated, step-by-step progression of specific items taught.

May, Marjorie. "Punctuation with Punch." XL (Dec. 1951), 572-573. (RT)
Correcting (high school) punctuation mistakes via stenciled copies of student errors.

Meers, Geneva. "Check Sheet for Errors." XXXIX (Mar. 1950), 160-161. (RT)
Tally sheet of errors for individual students used to improve sophomore writing; adds percent tabulation of types of errors.

Paul, Bernice Ingall. "Group Participation in Theme Writing." XXXIX (Nov. 1950), 524-526. (RT)
Evaluation of papers by committees of students and oral reading of the best.

Roody, Sarah I. and Lyman, Bess. "Managing Student Writing." XLIV (Feb. 1955), 75-79.
Specific personal experiences in handling large numbers of compositions, such as varying the type of comments written to bright, average, and weak students; grading papers as they are being written; training student committees to make evaluations; using student models; displaying themes.

Van Schaik, Sally. "The Composition Reading Machine." XLIX (Apr. 1960), 237-241.
Account of a plan for utilizing the assistance of parents who volunteer to help grade papers.

West, William W. "How to Avoid Work." XLV (Dec. 1956), 537-539, 564.
Analysis and change of method in respect to the "perennial problem of the paper load."

See also Composition (Evaluation) and Lay Readers.

## Costain, Thomas B. — 60

Frederick, John T. "Costain and Company: The Historical Novel Today." XLIII (Apr. 1954), 169-174, 182.
Manifestations of the historical novel and some reasons for its recurring popularity and wide acceptance; defines two types: spectacle and drama.

## Cozzens, James Gould — 61

Hicks, Granville. "The Reputation of James Gould Cozzens." XXXIX (Jan. 1950), 1-7.

Identifies the "principles of selection" which guide Cozzens' treatment of characters and construction of narrative, and examines the personal attitudes which "censor" from his work "part of the vitality that is the essence of imaginative literature."

## Crane, Stephen — 62

McColly, William. "Teaching *The Red Badge of Courage*." L (Nov. 1961), 534-538.

Outlines basic designs and insights necessary for teaching the novel. Contrasts style of dialogue and of exposition to trace a basic design of irony in the novel.

## Creative Writing — 63

See Composition (Creative Writing).

## Criticism — 64

See Literary Criticism.

## Cummings, E. E. — 65

Mills, Ralph J., Jr., "The Poetry of Innocence: Notes on E. E. Cummings." XLVIII (Nov. 1959), 433-442.

E. E. Cummings pictured as a perpetuator of a tradition of poetic radicalism which disregards criticism to achieve a suitable integration of ideas, language, and perceptions.

## Current English — 66

Allen, Harold B. "Accepting Participial Drank." XLVI (Feb. 1957), 109-111.

Tracing historical change, citing dictionaries, grammars, and percentages of usage, the author concludes that there is no "sound basis for present objection to either *drank* or *drunk* in standard spoken English."

__________. "All Is Not Gold." XXXIX (Nov. 1950), 528-529. (CEF)

Concerned principally with specifically named books with unsound or out-and-out misstatements regarding linguistic science.

__________. "English Futures as Material for Observation." XXXV (Jan. 1946), 49-51. (CEF)

Discusses English modes of future beyond *shall* and *will.*

Bartlett, Adeline Courtney. "The Case of the Noun or Pronoun with the Gerund." XXXIX (May 1950), 277-278. (CEF)

Citations from authorities on possessive and accusative pronoun and common case noun with the gerund, along with the author's own quotation-based conclusion that "the practice of the English language has (in this instance) again triumphed over Latin grammar."

__________. "Dangling Participles." XLII (Mar. 1953), 161-162. (CEF)

"If you never begin a sentence with a participial phrase, you will seldom dangle, and you will probably write better English to boot."

__________. "Expect–Right." XXXVIII (Nov. 1949), 528-529. (CEF)

Discusses the support of linguists and literature for *expect* (suppose) and *right* (temporal).

__________. "Get, Have Got, and Have Got To." XXXVIII (Feb. 1949), 102-104. (CEF)

Discussion of the terms is "very much like beating a dead horse, but . . . students . . . other teachers . . . newspapers and the radio are still riding that horse."

__________. "*Neither* with Plural Verb." XL (Dec. 1951), 576-577. (CEF)

The "teeth of a great many literary men are not set on edge by the plural verb with *neither.*"

__________. "Shall and Will." XLII (Oct. 1953), 397-398. (CEF)

The author takes the view that "early grammarians could have found few other things so troublesome as future-time expression." Then argument is advanced that the "shall-will team" are not of the "same breed." Refers readers to advice offered on these words by Pooley and Jesperson.

__________. "'Vague' Reference of *Which, That,* and *This.*" XXXVIII (Oct. 1949), 464-465. (CEF)

A "construction is not 'incorrect' merely because constant lazy repetition of that construction is tiresome and ineffective even when it is unmistakably clear."

Bernstein, Julius C. "Double Is Nothing." XXXIV (Dec. 1945), 566-568. (CEF)
"Until weightier evidence can be cited to the contrary, the double negative stands as an interesting construction in English, deep seated in the vulgate but pruned out of general cultivated language."

Bryant, Margaret M. "*At All, None* Plural, *Pair* or *Pairs.*" XLVI (Jan. 1957), 54. (CE)
Brief discussion of usage for each of the three named items.

____________. "Combine as a Noun." XLVI (Nov. 1957), 513, 516. (CE)
Discusses the usage in various turns of expression; conclusions based on 5,507 pages of text.

____________. "Current English." XLV (Feb. 1956), 96, 109. (CE)
Broad discussion of the use and preferences of the words *got* and *gotten.*

____________. "Current English." XLVI (May 1957), 300. (CE)
Three brief items concerned with *rather,* with such expressions as "*Leave* me go with you," and with "*Let's not*" or "*Let's don't.*"

____________. "Current English." XLIX (Dec. 1960), 649-650. (CE)
Discussion of *agenda* as singular or plural and of status of word like *evenings* in a sentence such as "I work evenings."

____________. "The Current English Forum." XLIII (Oct. 1954), 384-385.
Discussion of two items: *exam* for *examination* and the use of the *s* or the *of* genitive with inanimate objects.

____________. "*Dare* or *Dares.*" XLIV (Sept. 1955), 354. (CE)
One may use "*dare* or *dares* with or without *to* in the third person singular."

____________. "*Done, Through,* and *Finished.*" XXXVII (Nov. 1948), 493-494. (CEF)
Demonstrates how *done* from an Anglo-Saxon verb and *through* from an Anglo-Saxon preposition and *finished* from a Latin verb have developed into synonymous adjectives in present-day English.

____________. "Double Duty for *Due To.*" XXXVII (Dec. 1948), 551-552. (CEF)
By various samples shows that "by logic and usage *due to* as a prepositional phrase has won for itself a definite, and presumably permanent, place in the language."

____________. "Double Duty for *Due To.*" XXXVIII (June 1949), 353. (CEF)
By "logic and usage, *due to* as a prepositional phrase has won for itself a definite, and presumably permanent, place in the language." Article is an identical repetition of discussion in Dec. 1948 *EJ.*

____________. "Folk and Folks." XLVIII (Dec. 1959), 547. (CE)
The words discussed in terms of "relatives, immediate family," colloquially as "people," and in combination—"folklore."

____________. "Had Ought." XLI (Apr. 1952), 209-210. (CEF)
Discussion of the phrase in various senses and combinations.

____________. "How Do You Take a Course?" XXXIX (Sept. 1950), 395-396. (CEF)
Local usage should determine whether one takes a course *under, from,* or *with* a professor.

____________. "Know-how." XLVI (Dec. 1957), 577, 595. (CE)
The word *know-how* has become accepted as a noun. Industry, commerce, and advertising have used it extensively.

____________. "*Myself* Used for *I* and *Me.*" XLVII (Feb. 1958), 98. (CE)
The word as "sole object of a verb except as the reflexive object is not acceptable English." The same column briefly discusses *ugly,* as in "ugly disposition."

____________. "Neither . . . Nor." L (Mar. 1961), 215. (CE)
Discusses the form of the verb to be used when a subject is compounded with *neither . . . nor.*

____________. "*Only* and *Just.*" XLIV (Jan. 1955), 41-42. (CE)
Three column discussion concerned with the interchangeability of the two adverbs.

____________. "The Passive Construction." XLIX (Jan. 1960), 51-52. (CE)

Cites examples and studies for more precise knowledge of the passive.

————————. "Person . . . Their." XXXIX (Mar. 1950), 164-165. (CEF)
Cites much evidence to conclude that "the indefinite pronouns and their equivalents should not be limited to singular use only."

————————. "Proper Use of *Liable.*" XLIV (Apr. 1955), 233. (CE)
Since *liable* is so often employed in the place of *likely,* by both cultured and uncultured, it may "soon pass from the colloquial, informal stage to formal written English."

————————. "Sentence Modifier? . . . *Company* instead of *Guests* or *Visitors?*" XLIV (Oct. 1955), 415. (CE)
Cites instances where the adverb modifies the sentence as a whole. *Company* "in this sense has been in the language a long time."

————————. "*Slow—Slowly, Can't Help But,* and *Can't Seem.*" XLVI (Apr. 1957), 226. (CE)
Each item is adjudicated in about one-third page.

————————. "The Split Infinitive." XXXV (Sept. 1946), 403-404. (CEF)
Shows "that this construction is sound, historically and syntactically, and is in common usage."

————————. "Status of the Word *Awful* Today." XLIV (Feb. 1955), 102. (CE)
Brief item distinguishing between formal and colloquial use of *awful.*

Burress, Lee A., Jr. "Dropping Orthographic *ed.*" XLVIII (Nov. 1959), 490, 493. (CE)
Cites instances of dropping the *ed* from past tenses and participles to "wonder" if the inflection is beginning to suffer attrition through a "linguistic drift."

Christensen, Francis. "In Defense of the Absolute." XXXIX (Apr. 1950), 221-223. (CEF)
Discusses the present status of the nominative absolute construction by citation from language authorities and from various pieces of modern writing.

Committee on Current English Usage. "Current English Forum." XXXVI (Apr. 1947), 206-207.
Answers questions concerning troublesome compound subjects involving *each, every,* and others; usage of *he's* and *she's, or* and *nor, proved* and *proven, all we* and *all us;* comparison of adjectives; and *ever so often.*

Faust, George P. "Grammar and Usage: The Distinction." XLVII (Apr. 1958), 223. (CE)
Illustrates the distinction graphically by *us men, you men, them men.*

Geist, Robert J. "Anything Goes." XL (May 1951), 283-284. (CEF)
On the distinctions among "justifiable improvements of sentences and diction, the illusions most of us have about educated speech, and the pendantry of those who would keep eighteenth century rules."

————————. "Conjunction *As.*" XLVII (Jan. 1958), 39-40. (CE)
Discussion—with examples—of the multiple meanings of the conjunction.

————————. " 'There Is' Again." XLIII (Dec. 1954), 523-524. (CEF)
Comparison of four recent issues of *Atlantic* and *Harper's* (1952-53) with eight issues thirty years earlier in the light of further information on the discussion in "Current English Forum," Nov. 1952.

————————. "*There Is One* and . . ." XLI (Nov. 1952), 501-502. (CEF)

The *there is* formula with plural subjects —distinctions in usage, numerous examples, and several "inconclusive observations."

Haase, Gladys D. "Can and May." XXXVIII (Sept. 1949), 401-402. (CEF)
The point at issue is that the "schoolmastering to which Americans have been exposed . . . has trained them in formal, expository writing to use the verb *may* when requesting permission," but when they "speak or attempt fictional or dramatic writing, they resort to the use of *can* more frequently than *may* as a permissive."

————————. "Like For." XXXIX (Oct. 1950), 457-458. (CEF)
Examines the construction (*like for you to give us*) from the viewpoints of redundancy and regionalism.

____________. "The Placing of *Only* in the Sentence." XL (Apr. 1951), 229-231. (CEF)
Cites instances which indicate growing protest against rigid rules and growing consciousness that written usage does not reflect spoken usage.

____________. *"Than."* XXXVIII (Mar. 1949), 161-163. (CEF)
Discussion with many illustrations of the "present-day Standard English sanctions" regarding the word *than* in its various uses.

____________. "What With." XXXIX (Sept. 1950), 396. (CEF)
Discusses the facts of language in the use of *what* with a preposition.

Hankey, Clyde. "'Elliptical Clauses' with Adverbs." XLVIII (Feb. 1959), 97-100. (CE)
Cites illustrative examples of "dangling elliptical clause," part-of-sentence understood, and the strong similarity of adverbs and prepositions to indicate the probability that "readjustment in terminology may be repaid by an increased understanding of syntactic relationships."

Hatfield, W. Wilbur. "Current English." XLV (Oct. 1956), 423-433. (CE)
Discusses why so many "experts" in linguistics base their studies of grammar and usage upon the spoken rather than the written language.

Hill, A. A. "'Now Is the Time'; 'Once Is Enough'." XXXIX (Dec. 1950), 582-583. (CE)
The discussion centers on whether the words *now* and *once* are "members of a special subclass of adverbs" or specifically whether *now* is a noun.

Hoving, Howard, "Commas in Dates." XL (Feb. 1951), 107-108. (CEF)
Evidence from periodicals, books, and business materials to indicate current usage.

Irwin, R. L. "On Dropping the 'Ize'." XL (Mar. 1951), 164. (CEF)
Objects to *ize* words which have perfectly acceptable short synonyms and which have nothing to recommend them by humor or euphony—*use* not *utilize*.

Kemp, Lorena E. "Which Is Correct, 'Two pages farther' or 'Two pages further'?" XLIV (Sept. 1955), 355. (CE)
There is a "growing tendency to interchange these two words."

Kenyon, John S. "On the Position of *Only*." XL (Nov. 1951), 528-529. (CEF)
Complements the discussion of the same subject in the Apr. 1951 (pp. 229-31) *EJ* in regard to the effect of word position on immediate clarity.

McDavid, Raven I., Jr. "Notes on the Pronunciation of *Catch*." XLII (Feb. 1953), 98-99. (CEF)
There is "ample justification for pronouncing *catch* to rhyme with either *hatch* or *fetch*, depending on our personal taste and the region we came from."

____________. "Oughtn't and Hadn't Ought." XLII (May 195[illegible] 273-274. (CEF)
Summarizes the data on usage of these words as found in E. Bagby Atwood's *A Survey of Verb Forms in the Eastern United States*. Based in responses of people interviewed, the "evidence suggests that in evaluating *hadn't ought* and *oughtn't* we are dealing with regional variants rather than with social variants."

McMillan, James B. "The American Language." XXXV (Mar. 1946), 164-165. (CEF)
Review of *Supplement I* of Mencken's *The American Language*.

____________. "Current English Forum." XXXIV (Jan. 1945), 44-46. (CEF)
Answers three questions concerning the proper classification of words: abstract nouns, reflexive or intensive, possessives.

____________. "Current English Forum." XXXIV (Apr. 1945), 220. (CEF)
Discussion of "understood" sentence elements.

____________. "The Descriptive Grammarian's Point of View." XXXIV (Sept. 1945), 395-396. (CEF)
The descriptive grammarian collects "the facts on the usage of writers and speakers," and classifies these facts into "useful rules (descriptive statements) for the guidance of people studying English."

____________. "Mispronunciation?" XXXVIII (May 1949), 287-288. (CEF)

Handbook and dictionary handling of words like *athlete, length, arctic,* and similar words in the realm where mispronunciation and spelling may be related.

————————. "Pronunciation of Foreign Names." XXXV (May 1946), 274. (CEF)
Advocates anglicized pronunciations as preferable, according to Kenyon-Knott *Pronouncing Dictionary of American English.*

————————. "*Who* and *Whom.*" XXXIV (Nov. 1945), 510-511. (CEF)
Handbooks and grammars which "insist on *whom* in the objective preceding the verb or preposition are either out of date or descriptive of formal written English."

Malmstrom, Jean. "*Ain't* Again." XLIX (Mar. 1960), 204-205. (CE)
Analyzes uses of *ain't.* Concludes the English language needs a substitute form for *ain't* similar to the French *n'est-ce pas.*

————————. "*Kind Of* and Its Congeners." XLIX (Oct. 1960), 498-499.
Discussion, generally in terms of the *Linguistic Atlas,* of *rather, somewhat, sort of,* and *kind of.*

Malone, Kemp. "Don't." XXXIX (Feb. 1950), 104-105. (CEF)
*Don't* for *doesn't* "is well established in English colloquial speech . . . and it is high time for teachers of English to give up their silly agitation against it."

————————. "*It Is I* and the Like." XLIV (Nov. 1955), 480. (CE)
Comment on the test and results described in the Mar. 1955 *EJ* (pp. 163-165).

————————. "Whom." XXXVII (Oct. 1948), 423-424. (CEF)
Discusses the various ramifications of *whom* as "the objective case of *who.*"

Marckwardt, Albert H. "*Have Got* in Expressions of Possession and Obligation." XLIV (Feb. 1955), 101-102. (CE)
Discussion relative to the fact that observers "do not all agree on the relative status of *have got* in British and American English."

Miller, Helen Rand. "'Ate' is Out of Date in England." XXXVII (Jan. 1948), 45. (RT)
Comments on a British usage item.

Newsome, Verna L. "*Because, Since,* and *As.*" XLVII (Nov. 1958), 517-518, 531. (CE)
Suggests that in current writing casual clauses are far more frequently introduced by *because* than by *since,* and that *as* is rarely used.

Palmer, Anne. "Rules and Concord." XL (Jan. 1951), 43-44. (CEF)
Traces the usage of concord between *their* and a singular antecedent as it is given in Fries, Jesperson, Poutsma, and Pooley.

Pooley, Robert C. "The Reason . . . Is Because." XLV (Nov. 1956), 496. (CE)
Confrontation of handbook rule against the construction with quotations from reputable writers.

————————. "When Does a Participle Dangle?" XLI (Dec. 1952), 557-558. (CEF)
Cites reputable evidence versus the familiar handbook proscription and challenges the "arbitrary condemnation of the construction in the writing of others when the result is neither ambiguous nor absurd."

Simpson, Harold. "A Harmless Crime?" XLI (May 1952), 270-271. (CEF)
An examination of *like* as a conjunction with the conclusion that the use has "reached apparently unsuppressible currency."

Stageberg, Norman C. "The Adverb 'Sure': New Evidence." XLII (Apr. 1953), 215-216. (CEF)
Cites several authorities (contradictory in some instances) regarding the usage of *sure* and *surely.* New but limited evidence made available through a twelve-months' survey conducted by the Air Command and Staff School of the USAF.

————————. "Is It Really *We*?" XLIV (Mar. 1955), 163-165. (CE)
Questionnaire and results of responses to listening survey of word usage by college graduate Air Command officers concerning personal pronoun forms used as subjective complement.

Starbuck, Arward. "What Sort of Double Talk Is This?" XLV (Mar. 1956), 163. (CE)
Discusses the contraction *let's* and views negatively the possibility of *let's us* replacing it in standard usage.

Thomas, Russell. "All the Farther, Etc." XLVIII (Mar. 1959), 163-164. (CE)

Discussion and statistics concerning *all the farther, all the harder, all the more remarkable,* etc.

————. "Cannot Help But." XXXVII (Oct. 1948), 424-425. (CEF)

Regards the idiom "*cannot help but* plus infinitive" well established as spoken American English.

————. "Concord of the Verb in Relative Clauses after *One Of*." XL (Oct. 1951), 452-453. (CEF)

From many sources, the author found "the verb is generally—not always—in the plural," proportion about 5 to 1.

————. "Each Other? One Another?" XLVI (Sept. 1957), 359-361. (CE)

Amends Jesperson to declare that the use of *each other* to imply two and *one another* more than two "has not at any period been [faithfully] observed."

————. "Notes on the Inflected Genitive in Modern American Prose." XLII (Jan. 1953), 37-40. (CEF)

Cites numerous instances of the use of the inflected genitive with inanimate objects from current literary figures and concludes that "not much can be done about ostracizing these constructions."

————. "*The Reason Is Because*." XXXVII (Dec. 1948), 550-551. (CEF)

The "evidence . . . shows that *the reason is because* . . . type of sentence has become established as good colloquial and literary English both in England and in the United States."

————. "*Showed* as Past Participle." XXXVIII (Dec. 1949), 588-589. (CEF)

According to the author's observation of present-day speech, "strong pressure is being exerted by *showed* upon *shown*."

————. "The Use of *So* as an Intensifier." XL (May 1951), 282-283. (CEF)

Reiteration, with more examples, of a 1930 conclusion: to exclude *so* entirely as quasi-intensifier or full intensifier "would be to deny the use of a very effective language tool."

————. "*When-Clauses* after *Is* (*Was*)." XXXVIII (Apr. 1949), 231-233. (CEF)

Cites sentences and authors to give pertinency to Jesperson's comment: "There are very few hard-and-fast rules in grammar."

Warfel, Harry R. "Frequency of the Passive Voice." XLII (Nov. 1953), 468. (CEF)

In an effort "to learn by statistical analysis the relative frequency of the active and passive voices," the author studied pages from the *New York Times* and *Time* magazine. Presents a table with figures which tend to prove "that the passive voice is in good standing," and that its "rhetorical effectiveness is often very satisfying."

Watts, Bertha M. "Discordant Views on Concord." XXXV (Apr. 1946), 216-218. (CE)

Examines noun-verb agreement (unusual cases) in the light of *descriptive* grammar.

Whitesell, J. Edwin. "Logic and Analogy in Some Adjectival Compounds." XLVIII (May 1959), 277-278. (CE)

Discusses such compounds as a *six-weeks report, six-cylinder motor,* a *ten-dollar hat,* a *fifteen-days vacation.* Predicts plural forms of nouns in *-s* will continue to spread in adjectival compounds.

## Curriculum — Aims and Goals — 67

Anderson, Harold A. "Critical Thinking through Instruction in English." XXXVI (Feb. 1947), 73-80.

A detailed discussion of how three phases of the English curriculum contribute effectively to critical thinking: communication, understanding the nature of the language, and instruction in grammar.

Erickson, Frances. "What Are We Trying to Do in High School English?" XLVIII (Sept. 1959), 304-308, 314.

Five goals are outlined: clear and logical thinking; acceptable communication; sensitivity to literary beauty; independence in use and evaluation of language materials; awareness of the significance of and responsibility to language.

Hartley, Helene W. "English in a Community of Conflicting Interests." XLIX (Mar. 1960), 149-154.

Presents a plea to adhere to the inner goals of preparing students to live as whole beings in a world of consistent demands. Points out that outer goals—social problems, scholarship, vocational training, and American heritage—arise from specific interest groups.

Kinder, Robert Farrar. "Making the English Course Teachable." LI (Mar. 1962), 197-199, 218.

Suggests common core and greater individualization according to student progress as solution for weaving the threads of the English program into a sound fabric.

Lovrien, Marian. "English in Terminal Secondary Education: A Climate for Growth." XLIII (Dec. 1954), 492-497.

Presents a thoughtful plea to recognize the needs of the nonacademic or terminal student and to plan a program which will meet his needs: practical abilities are necessary to life now and in the future.

Lynch, William S. "Ultimate Values in the Teaching of English." XXXIII (Mar. 1944), 129-131.

English teachers must not be "deprived of their greater function which is to make young people aware of the best of man's thoughts and aspirations."

Miller, Helen Rand. "The Americans Educate for Life." XXXVII (Apr. 1948), 193-195.

Compares the rather broad responsibilities of education in the United States with the rather limited objectives in England.

Slatkin, Charles E. "'Communism' Stalks the Classroom." XXXIII (Dec. 1944), 538-547.

An analysis of *Basic Aims for English Instruction in American Schools,* prepared by the Basic Aims Committee of the NCTE, with emphasis not on specters, but on the necessity for free, honest, open discussion in the English classroom.

Smith, Dora V. "Basic Considerations in Curriculum-Making in the Language Arts." XXXVII (Mar. 1948), 115-126.

A discussion of the need for a language arts program which meets the needs of children at a given age. Language arts are related to other areas, but they have a contribution of their own which they should make.

————. "The Progress of the NCTE Curriculum Study." XXXVI (Feb. 1947), 66-73. (ST)

A detailed report of the problems and procedures of the committees surveying each area of the language arts and the relationship of these findings to the teacher.

## Curriculum — Content — 68

Albright, Daniel. "An Organic Curriculum for English." LII (Jan. 1963), 16-21.

Finds typical curricula chaotic, and after applying the "techniques of literary criticism" to curriculum-making in English arrives at a number of "iconoclastic proposals."

Bennett, Louise, *et al.* "English in Terminal Secondary Education: Experiences with Literature." XLIII (Dec. 1954), 501-506.

Brief comments on effective teaching procedures for specified novels, short stories, poems, and plays to induce satisfaction and pleasure from the printed page.

Carlin, Jerome. "English in Terminal Education: Improving the Ideational Content of Courses." XLIII (Dec. 1954), 497-501.

Specific suggestions as to how the shift to greater emphasis on ideational content may be made with benefits for both terminal and college-bound students.

Cook, Luella B. "Form in Its Relation to Thought." XXXVII (Apr. 1948), 221-229.

Sweeps away misconceptions that block better curriculum making; points to the need of guiding principles that stress understanding the function of form in communication.

Cunningham, Adelaide L. "What Are the Values of a Full-School Language Program?" XL (Apr. 1951), 224-225. (RT)

Formation of study habits and improvement in actual use of language, combined with interest in the work of other departments.

Dell, William C. "Creativity and the English Curriculum." LII (Mar. 1963), 200-205.

Creativity is here defined as "the ability to have and express through action original thoughts and feelings"—aspects of the personality the world tends to subvert.

Dixon, Dorothy. "Administering a Full Language Program." XL (Sept. 1951), 386-388.
Teacher and supervisor constructed curriculum to provide a sequential, articulated experience in basic communications skills and in understanding cultural heritage.

Donohoe, Thomas A. "An English Program in Phoenix." LII (Nov. 1963), 626-628. (ST)
After listing the inadequacies which existed in their English program, faculty members endeavored to correct the situation. Special emphasis on speech training, reading instruction, and weekly themes.

Finder, Morris. "Teaching English to Slum-dwelling Pupils." XLIV (Apr. 1955), 199-204, 242.
Specific examples of language experiences that will be common to pupils in lower class social groups, learning experiences that will be intrinsically interesting to them, and learning experiences that will be immediately significant to them.

Hach, Clarence W. "Needed: A Sequential Program in Composition." XLIX (Nov. 1960), 536-547.
Proposes a sequential program of writing with appropriate methods of evaluation for use in grades seven through twelve.

Hatfield, W. Wilbur. "Put First Things First: An Editorial." XXXVII (Nov. 1948), 486-487.
Examination of the current discussion of the place of language skills and literary knowledge versus the teaching of social and international attitudes.

Hayward, Bertrand W. "Seven Axioms and Related Truths for Teachers." XXXVI (Jan. 1947), 22-26.
The axioms are applicable when the curriculum is being revised; they concern purposeful presentation of material, experimentation and new approaches, pattern and subject matter division, and teacher-pupil role in the process.

Herzberg, Max J. "Educational Beacon." XXXIII (Mar. 1944), 121-123.
Number 2 of the Symposium on the three volumes reporting the Stanford Language Arts Investigation.

Horst, J. M. "English in Human Relationships." XXXVII (Dec. 1948), 524-529.
An outline for a course in English in a technical high school.

Jewett, Arno. "National Trends in Teaching of High School English." XLVI (Sept. 1957), 326-329.
Isolates fourteen numbered trends, representative of which are: emphasis on the true nature and function of language, more writing and better speech habits, stressing of ethical, moral, and spiritual values through literature, and closer articulation between high school English and college composition classes.

Jewett, Ida A. "Not So Deep as a Well." XXXIII (May 1944), 126-129.
Number 5 of the Symposium on the three volumes of the Stanford Language Arts Investigation.

Johns, Kingston, Jr. "New Ideas for English XII." XLII (May 1953), 267-268. (RT)
Trends in the organization of English XII curricula for the college-bound as discovered in ten New York State high schools.

LaBrant, Lou. "New Bottles for New Wine." XLI (Sept. 1952), 341-347.
Entreats English teachers to broaden their base so as to merit cooperation of teachers in other departments.

__________. "Open for Inspection." XXXIII (Mar. 1944), 123-125.
Number 3 of the Symposium on the three volumes reporting the Stanford Language Arts Investigation.

Lazarus, Arnold. "A Contextual Curriculum." LII (Dec. 1963), 701-702. (ST)
Hemingway's "In Another Country" is used to illustrate how students might be enabled to combine the learning of grammar and of literature. The author also poses several provocative questions in challenging teachers to construct "Opus-Centered Units."

__________. "Fusing the -ings." L (Oct. 1961), 465-468.
Possibilities and techniques, especially open to beginning teachers, for bringing the various facets of the English curriculum into closer relationship.

Lovrien, Marian. "English in Terminal Secondary Education: A Climate for Growth, Some Classroom Procedures for the Terminal Student." XLIII (Dec. 1954), 492-497.

Through speech and self-expression, through audiovisual aids, and the devices of mass communication, the terminal student must be prepared by the teaching profession for his particular role in society.

Matthews, Eleanor; McMahon, Johanne E.; Schukart, Janice; and Stones, Charles. "English Language Study in Portland High Schools." LII (May 1963), 353-363.

English teachers describe the operation of the curriculum, respectively in the ninth, tenth, eleventh, and twelfth grades.

Mathewson, Angell. "The Roots of Patriotism." XXXIII (Apr. 1944), 209-211. (RT)

The importance of regional literature in inculcating love of home and country in young readers.

Meade, Richard A. "Who Can Learn Grammar?" L (Feb. 1961), 87-92.

Suggests that curriculum be adjusted to provide grammar for those who are able to absorb it and eliminate grammar for those who cannot.

Meisel, Peggy R. "An English Curriculum for the Eleventh Grade." LII (Mar. 1963), 186-195.

Four major thematic units for teaching American literature: individual relation to the universal pattern, interpersonal communication, man in conflict with his society, and individual in search of his own identity.

Neville, Mark. "The Art of Plain English." XXXIX (Feb. 1950), 72-76.

Stresses importance of developing a curriculum and "philosophy of English" arrived at in professional discussion in order that English may take its place as the core of education and of the process of making better human beings.

Peavey, Blanche E. "English in Terminal Secondary Education: Critical Reading and Listening." XLIII (Dec. 1954), 506-512.

Presents plans complete with assignments for teaching critical reading and listening; puts emphasis on the needs of terminal students whose only exposure to critical thinking and evaluation will be in high school.

Pendleton, Charles S. "Frontier Adventure." XXXIII (Mar. 1944), 125-126.

Number 4 of the Symposium on the three volumes reporting the Stanford Language Arts Investigation.

Pooley, Robert C. "All This and English Too." XXXIII (May 1944), 236-237.

Number 7 in the Symposium on the three volumes reporting the Stanford Language Arts Investigation.

__________. "These Things Shall Not Pass." XXXV (Feb. 1946), 76-82.

Guidelines for the kind of teacher and especially for the "new curriculum" then in prospect of creation for English.

Potter, Dorothy G. "Operation Utopia." XLII (Dec. 1953), 501-503, 513.

Author headed committee whose function it was to prepare a course of study for the "general" students, that is, those students whose formal education ends with graduation from high school.

Potter, Ralph. "American Literature in the Community College." XXXVIII (Nov. 1949), 523-525. (RT)

The author offers rationale of book selections used in course entitled "America in Literature."

Reeves, Ruth E. "Planning a Literature Program for the Junior High School." XLVIII (Oct. 1959), 374-381, 392.

Identifies three major principles that should underlie the literature program: specificity and vigorous attack, awareness of enjoyment and personal fullfilment, stature via plan and evaluation.

Rinker, Floyd. "Priorities in the English Curriculum." LI (May 1962), 309-312.

Discusses essentials for English program for college-bound students in terms of the Commission on English of the CEEB.

Roberts, Holland D. "Plan and Procedure." XXXIII (Mar. 1944), 119-121.

Number 1 of the Symposium on the three volumes reporting the Stanford Language Arts Investigation.

Shellenberger, Elfrieda, and Haugh, Oscar M. "Wichita Revises Its Language Arts Program." XLVI (May 1957), 269-274.

Description of the organization and procedures by which 102 Wichita, Kansas, teachers and a college consultant revised, coordinated, and integrated the English curriculum.

Smith, Dora V. "Creative But without Design." XXXIII (May 1944), 232-236.

Number 6 in the Symposium on the three books reporting the Stanford Language Arts Investigation.

____________. "Reestablishing Guidelines for the English Curriculum." XLVII (Sept. 1958), 317-326, 338.

Emphasizes communication with the student as individual, persistent teaching of processes and skills at ability levels, and the teaching of literature.

Thornton, Helen (chm.); Bennett, Louise; Carlin, Jerome; Lovrien, Marian; Peavey, Blanche E. "Overview: Terminal and Preparatory, A Report of the NCTE Committee on English in Terminal Secondary Education." XLIII (Dec. 1954), 488-515.

The overview of this committee report is a joint creation; subdivisions include Characteristics of Terminal Students, English Program as Related to the Needs of Terminal Students, Types of Source Material and Classroom Procedures, Conclusions and Recommendations. Individually signed selections are indexed alphabetically under this section heading.

Thornton, Helen. "English in Terminal Secondary Education: A-V Education for Nonacademics." XLIII (Dec. 1954), 512-515.

Outline of a unit on the American heritage incorporating audiovisual aids designed to challenge nonverbal terminal students.

Zollinger, Marian. "A Teacher's Guide with a Difference." LI (Mar. 1962), 184, 189-191.

An outline of the content and the procedures used in writing the program for "college-capable" students in the Portland, Oregon, high schools.

## Curriculum — Evaluation — 69

Bedell, William M.; Dilley, Lois Anne; Gallant, Joseph; Mohle, Eula Phares; Newton, H. C.; and Noyes, E. Louise. "Varied Views of *The English Language Arts.*" XLI (Sept. 1952), 362-369.

Symposium on Volume I of the NCTE curriculum series. The views vary from "outdated before publication" to "a lifetime would be too short to attain all its goals."

Booth, Miriam B. "How to Insure Growth through Long-Term Planning." XXXIX (Apr. 1950), 195-201.

Discussion of the advantages and results of long-term planning in the English curriculum then operative in the Erie, Pennsylvania, secondary schools.

Burton, Dwight L. (chm.). "A Check List for Evaluating the English Program in the Junior and Senior High School." LI (Apr. 1962), 273-282.

Prepared by the Commission on Curriculum of the National Council of Teachers of English. Outlines criteria for evaluating the English program.

Christison, Jean L. B.; Gordon, Edward J.; Farmer, Paul; and Mitchner, Robert W. "The Significance of *The English Language Arts in the Secondary School*: A Symposium." XLVI (May 1957), 286-293.

Two teachers of English in public high schools, one from a private high school, and a college professor of English give their ideas on the significance of Volume III in the NCTE curriculum series, published Nov. 1956.

Dias, Earl J. "Shakespeare or Hemingway—Or Both?" XXXIV (May 1945), 278-280. (RT)

Need of proper balance between the "classical" approach to literature and the "modern" approach in the curriculum. Study "classics" in class and have students read "modern" works outside.

Donchian, Peter. "For Action Now." XLII (Jan. 1953), 34-35. (RT)

An evaluation of Volume I of the NCTE curriculum series, *The English Language Arts.*

Early, Margaret J. "What Do They Want to Learn?" XLIV (Nov. 1955), 459-463.

A survey of student opinion concerning content and methods of English courses; significant implications for curriculum revision.

Grey, Lennox. "Junior College Revolution or Evolution." XXXVI (May 1947), 261-263. (RT)

Discuses possible changes which might accrue with the creation of the four-year junior college as advocated in *The New American College* and other publications.

Harris, Hortense L. "Our Readers Think." XXXV (Jan. 1946), 47-48.

A critical view of the program outlined in *Education for All American Youth,* as discussed in the Sept. 1945 *EJ* (p. 403).

Herzberg, Max J. "Criteria for Courses." XXXVII (Apr. 1948), 196-197. (RT)

The author cites nine criteria by which the local school administrator may decide for himself how closely the course of study in his own community follows the philosophy and goals of the state program of New Jersey.

____________. "Conflict and Progress." XXXIII (Jan. 1944), 1-5.

Discussion of six definite ways in which English as a subject is changing: broadening base; moving from narrow techniques to "communication"; total experience; developing the good society; emphasizing American literature; interest in reading techniques.

LaBrant, Lou. "As of Now." XLVIII (Sept. 1959), 295-303.

Marks nine changes in the educational scene basic to curriculum reconstruction in English. Suggests a new program conceived on six essential principles.

McClure, E. Isabella. "English in the Experience Curriculum." XXXVI (Jan. 1947), 7-11.

Outlines contributions which English makes toward the use of the scientific method in the experience curriculum. These appear under the headings of oral and written English. A sample code sheet on technical English is included.

McKowen, Clark. "English for Everyone." LII (Nov. 1963), 613-618.

Satiric endeavor to point out that many students fail to profit from English classes because of unimaginative teachers and teaching methods and outmoded curricula.

Meade, Richard A. "Organization of Literature for Juniors and Seniors." XXXVI (Sept. 1947), 366-370.

An analysis of the English course of study in fifteen states (published from 1934-1946) reveals that the chronological organization of literature is obsolete.

Minton, Arthur. "A Force of Darkness." XXXIV (May 1945), 243-246.

Exposes questionable English in the handbooks (curricula outlines) that communal creation perpetrates.

Sensabaugh, George F. "A State Survey of English Courses of Study." XXXVII (Apr. 1948), 229-235.

Lack of systematic approach to writing and no discernible plan for progression in the programs describing literature led the committee of the two-year study in California to various recommendations concerning logical and sequential programs in both writing and reading.

Smith, Dora V. "A Curriculum in the Language Arts for Life Today." XL (Feb. 1951), 79-85.

Listening, thinking, critical reading, and wise use of communication need increased attention in the English classroom as the contemporary teacher endeavors to help students understand the world and assume responsibility for the future.

____________. "*The English Language Arts*: A Link between Yesterday and Tomorrow." XLII (Feb. 1953), 72-79.

Some ideas on how the English program can bring together "the best that has gone before" and make it useful for the present and helpful to control the future.

Strom, Ingrid, M. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1959-1960." L (Feb. 1961), 111-125.

Broad discussion of the various aspects of research and publication concerned with the teaching of the English language arts, in a limited time-space, with conclusions on intangible influences and measurable techniques. Bibliography—84 items.

____________. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1960-1961." LI (Feb. 1962), 123-140.

Resumes summary of investigations in all areas of teaching the language arts. Bibliography—90 items.

____________. "Summary of Investigations Relating to the English Language Arts in

Secondary Education: 1961-1962." LII (Feb. 1963), 118-136.
Third successive summary of research studies in the language arts in high school. Bibliography—102 items.

Thornton, Helen. "A-V Education for Nonacademics: English in Terminal Secondary Education." XLIII (Dec. 1954), 512-515.
Audiovisual education considered vital to the terminal high school student—with unit suggestions.

Vander Werf, Lester. "What English Students Want to Study." XXXVI (Sept. 1947), 377-378. (RT)
Teacher use of a survey of student opinion of what students considered important in English.

Wallerstein, Ruth. "The Report of the Commission on Curriculum: A Criticism." XLII (Oct. 1953), 371-377, 387.
Attempts to offer constructive criticism on a variety of "limitations of the report" and develops with some fullness a number of suggestions pertinent to meet criticism.

Wright, Alice C. "Ultimate Values in the Teaching of English." XXXIII (May 1944), 237-240.
The importance of teaching ethical-social values in English for their own sakes and for their motivation toward self-improvement.

## Curriculum — Organization — 70

Alwin, Virginia. "A Setting for the Interrelation of the Language Arts." XLVII (Feb. 1958), 77-80, 85.
Stresses the "relatedness of the four language arts." Suggests the thematic or topical unit as the practical approach to language study.

Carlsen, G. Robert, and Conner, John W. "New Patterns from Old Molds." LI (Apr. 1962), 244-249.
Describes a new English program, based on one-semester courses in literature, composition, and speech for the eleventh and twelfth grades in a specialized school.

Glicksberg, Charles I. "In Defense of English." XXXIV (June 1945), 309-315.
Denounces the movement to absorb the English curriculum into the field of social science and points out the advantages in keeping the fields separate.

Gordon, S. Stewart. "Literature in Correlated Programs." XXXIX (June 1950), 313-317.
Isolates the shortcomings of core programs as the loss of the "peculiar value of literature" and suggests ways to study literature in terms of its raw content and as humanistic art.

Greene, Jay E. "Teachers of English, Social Studies, and Speech Coordinate Efforts." XXXIX (Oct. 1950), 451-452. (RT)
Evaluation of Core Curricula experiment in a New York vocational high school, in which English and social studies were given as specific objective, "Improvement of Pupils' Oral Discussion Techniques."

Harrison, Werna. "Fusion in the English Curriculum." L (May 1961), 341-343. (ST)
Examines elements to be compounded—grammar, literature, and composition; suggests that fusion of all allows for greater variety of activities, approaches, and methods.

Hatfield, W. Wilbur. "Is English Needed?" XXXIV (Apr. 1945), 213-214.
Deplores the then-current trend to cut time allowed for English or to make the subject incidental in core curricula.

____________. "The Editor Reflects." XXXIV (Sept. 1945), 389-390.
Deals with the views of the editor's correspondents on the fusion of English with other subjects and calls on teachers to make their own views known.

Johnson, Frances. "A Unifying Theme for the Year." LII (Feb. 1963), 97-101.
Year's work in composition and literature built around application of the thematic approach; Greek mythology and drama are beginning examples.

Mendenhall, Halcyon. "An American Heritage Course." XXXIV (Sept. 1945), 383-385.
Names pioneer spirit and love of freedom as two of six items of the heritage and cites illustrative materials for attaining the goals of the course.

Neville, Mark. "Sharing Experiences with Farmville." XXXIV (Sept. 1945), 368-372.

English as broad field and as integral part of a core course curriculum aimed at education for social consciousness.

Noyes, E. Louise. "Watchman, What of 'Integration'?" XXXV (Feb. 1946), 86-89.
Relates success and failures with integrated curriculum of literature with social studies.

Overton, Harvey. "Eleventh Grade Electives." XLIV (Apr. 1955), 211-214.
Creative writing, oral communication, dramatic literature, literary interpretation, and general English offered to eleventh grade students.

Simpkins, Edward. "The Detroit Plan for Sequence in Writing." LI (Dec. 1962), 640-642.
Approach to sequence in writing based on thematic organization of the curriculum and on an interrogation-response technique.

Waldrep, Reef. "Core Teaching Has Plenty of Room for Grammar." XLII (Jan. 1953), 24-28.
Indicates the merits and achievements of a specific core curriculum, but shows also that time honored approaches can be fitted into its framework.

## Curriculum — Special Aspects — 71

Boyle, Regis Louise. "Devising a Journalism Curriculum." XXXVI (Apr. 1947), 188-191.
Outlines the content for two semesters of journalism. Specific skills are suggested and includes time allotment for each semester.

Certner, Simon. "Adapting the Curriculum to Nonacademics: Idealism, Democracy, and the Common Man." XXXIV (Mar. 1945), 127-132.
The English class as the stage for the ideals of democracy, the dignity of man, and social and moral urgency.

Chasman, Daniel. "Stretching the Curriculum." XLIII (Feb. 1954), 78-80.
A teaching experience (eleventh grade) which extended the study of literature as a cultural medium to include painting and drawing, sculpture, architecture, and music, thus providing a broad appreciation of the arts.

Estes, Helen J. "College Level English in High School." XLVIII (Sept. 1959), 332-334. (ST)
Describes a program used in a Connecticut high school, designed to provide honor students with a preview of college work in language and literature.

Grommon, Alfred H. "Coordinating Composition in High School and College." XLVIII (Mar. 1959), 123-131.
Organizational solutions to the problem stated in the title followed by detailed suggestions concerning qualities desired in composition.

Hatfield, W. Wilbur. "Must We Choose?" XL (Jan. 1951), 37-38.
Urges teachers of English to accept two-fold task: development of language skills and of the pupils' personality.

Hayden, Pat. "A Project in Up-Grading." LII (Jan. 1963), 49-51. (ST)
The English program improved by in-service training, reduction of teaching loads, and well-planned articulation.

Heavey, Regina." Goodbye, William Shakespeare." XXXVIII (Nov. 1949), 512-515.
This teacher regrets the deletion of much great literature, "the best that has been thought and said . . ." because of questionable goals.

Hook, J. N. "If Curriculum Is to Be Sequential." LI (Feb. 1962), 79-84.
National standardization of the English curriculum is neither possible nor desirable. Local sequential programs are possible and desirable.

Kerchner, Nelle F. "Reading in the Secondary School." XXXIV (June 1945), 329-333.
Describes a comprehensive program being carried out by the Chicago Public Schools on revision of the high school English course. Gives seven aspects of reading guidance.

Mains, Frances. "World History and English." XXXIV (Dec. 1945), 552-554.
Describes a double-period course combining English and history.

Niblett, Lawrence. "The Rutgers Plan: Not Enough or the Right Kind of Help." XLIX (Oct. 1960), 481-482. (ST)

Critical response to the "Rutgers Plan" described in the Apr. 1960 *EJ;* calls for research on quality education under optimum teaching conditions.

Vogel, Albert W. "The Teaching of English in the Soviet Middle School." XLVIII (Oct. 1959), 393-397.

An analysis of textbooks used to teach English in the Soviet primary and secondary schools. The lower grades focus on the alphabet, phonics, and simple sentences, while the upper groups include literary selections from the classics, and extensive grammatical exercises.

Wood, William Ransom. "Literature for the Community College." XXXVIII (June 1949), 322-327.

Description of the community college, its problems and personnel and purposes. Suggests a literature program appropriate to the situation.

### Dana, Richard Henry, Jr. — 72

Mathews, Stanley G. "Story of an American Classic." XXXIX (Dec. 1950), 580-581. (RT)

History of the publications of *Two Years Before the Mast.*

### Davis, H. L. — 73

Kohler, Dayton. "H. L. Davis: Writer in the West." XLI (Dec. 1952), 519-526.

Davis appraised as writer of technical expertness and moral insight, who tells his stories "in terms of human violence and man's inescapable relationship with natural environment."

### Debate and Debating — 74

McClelland, Samuel D. "The Function of Debating." XXXVI (Feb. 1947), 91-93.

A detailed discussion of the place of the formal debate in the educational program and the skills developed through this activity.

Reynolds, William John. "Practical Application of the Debate." XLI (Dec. 1952), 554-555. (RT)

Senior mock trial and its effect in developing language skills and better public relations.

Trout, John M., Jr. "Debating for Everyone." XXXVIII (Nov. 1949), 506-511.

Experience with an inclusive high school debate program and suggestions for making the debating program more widely utilized and effective.

### De Voto, Bernard — 75

Granville, Hicks. "Some Literary Fallacies." XXXIII (Nov. 1944), 459-465.

An evaluation of Bernard De Voto's *The Literary Fallacy* and the place of the writer in contemporary society.

### Diagraming — 76

Becker, Zelma. "Discard Diagraming?" XLI (June 1952), 319-320. (RT)

In response to Tovatt (Feb. 1952 *EJ*), recommends diagraming as helpful, pictorial aid.

Makey, Herman O. "A Means or an End?" XLII (Mar. 1953), 159-160. (RT)

After pointing out the danger of permitting diagraming to become an end rather than a means, the author discusses the importance, the value, and the close association between diagraming and an analysis of the sentence.

Tovatt, Anthony L. "Diagraming: A Sterile Skill." XLI (Feb. 1952), 91-93.

A plea that conscientious English teachers reexamine their use of diagraming as a teaching device.

### Dickens, Charles — 77

Felice, Sister Mary, F.S.P.A. "An Approach to Teaching *A Tale of Two Cities.*" XLVIII (Jan. 1959), 31-33.

Class and group experiences in extracting the essence of theme, plot, character, and setting from the novel.

Ford, Isabel Oldham. "Teaching a Key Chapter of *A Tale of Two Cities.*" XLII (Nov. 1953), 466-467. (RT)

Author presents a complete plan used in the study of Chapter 3 of Book II, "Disappointment," from Charles Dickens' *A Tale of Two Cities.*

Hutton, Harry K. "They Know Not Dickens." L (Apr. 1961), 276-277. (ST)

Laments fact that Dickens' devotees have short-changed a generation of bright students who could appreciate the appeal of "the greatest humorist and satirist in English literature."

Lobdell, Lawrence O. "A Classic as Reading Matter for Retarded Readers." XXXIX (Nov. 1950), 491-496.

Abridged version of *A Tale of Two Cities* used to raise competence of small group of a special type retarded readers.

Powell, Eugene. "Oral English with a Purpose." XLV (Oct. 1956), 416-417. (ST)

Group motivated discussion of *A Tale of Two Cities.*

Stange, G. Robert. "Dickens and the Fiery Past: *A Tale of Two Cities* Reconsidered." XLVI (Oct. 1957), 381-390.

Appraises the Dickens novel as good choice for the high school program because it illustrates the nature and problems of fiction, vivifies the meaning of the past, and offers a reading of history, humane and deep, by a great artistic intelligence.

Wrigg, William. "Dickens' Message of Christmas." XLVIII (Dec. 1959), 537-539. (ST)

An account of Dickens' mood when composing "A Christmas Carol" and an evaluation of the tale as a seasonal inspiration.

### Dictionaries — 78

Armstrong, David T. "Dictionary Work." XXXIV (Nov. 1945), 490-492.

Explanation of dictionary use and quiz work-sheets as aspects of a school-owned dictionary project.

Gebaur, Emanuel L. "Rawlings' Glossary." XXXIV (Nov. 1945), 507. (RT)

Words in *The Yearling* but not in dictionaries defined by Miss Rawlings herself for the class of the author of the article.

Marckwardt, Albert H. "Dictionaries and the English Language." LII (May 1963), 336-345.

Sympathetic and broad coverage of the editorial work and subsequent controversy over *Webster's Third New International Dictionary*—traditions from older dictionaries, practical editorial decisions for this one, eliminations, labels, and pronunciation. Some reference to teacher responsibility on the uses and content of dictionaries.

Miller, Ward S. "Word Hobbies." XXXVII (Jan. 1948), 31-35.

Suggestions to make dictionary exercises interesting and meaningful.

Russell, I. Willis. "*Webster's Third New International Dictionary.*" LI (May 1962), 331-334, 348.

An "essay-review to attempt an evaluation" of *Webster's Third New International Dictionary*, 1961, "especially in terms of" *Webster's New International Dictionary*, Second Edition, 1934.

Tuttle, Carolyn K. "A Little Lexicography Is Not a Dangerous Thing." LI (Dec. 1962), 648-649. (ST)

Project that introduced students to the problem of devising definitions.

### Douglas, Lloyd — 79

Frederick, John T. "*The Robe* and *The Apostle.*" XXXIII (June 1944), 281-288.

A search for reasons for the popularity of the two books and a penetrating analysis of their meaning and value to the reader.

### Drama — 80

Allen, Garland E. "Using Recorded Dramas." XLVII (Nov. 1958), 511-512. (ST)

Cites specific recordings used for college preparatory and noncollege-bound classes; specifies *Schwann Long Playing Record Catalog* as best source of disc information.

Benner, Helen F. "Eighth Graders Learn from Plays." XXXVII (Jan. 1948), 40-42. (RT)

Describes in some detail several examples of the valuable experiences which eighth grade students had in selecting and producing one-act plays.

Casey, Joseph R. "Dramatize the Poets." XLI (Sept. 1952), 373-374. (RT)

Poetry that lends itself to dramatization furnishes a pleasant way to develop student imagination.

Force, William M. "Plays Should Be Heard in the Classroom." LII (Mar. 1963), 206-208. (ST)

Contends that if a play is worth reading in the classroom, it is worth reading aloud.

Kaplan, Milton A. "The Radio Play as an Introduction to Drama." XXXIX (Jan. 1950), 23-26.
Advocates applying the techniques of radio and other modern facilities for dramatic presentation; drama has developed as a "result of changes in medium, in customs, and in ideas."

Konick, Marcus. "Drama in the Workshop." XLIV (Nov. 1955), 464-468, 472.
Value of drama workshop in developing personality, in broadening cultural horizons, and in increasing understanding among races.

Poley, Irvin C. "Drama in the Classroom." XLIV (Mar. 1955), 148-151.
Values of drama for various kinds of students, with specific references to *Death of a Salesman, Julius Caesar, Hamlet,* and *Saint Joan.*

____________. "More Chances for Growth: The Value of a Malvern Festival." XL (Oct. 1951), 433-436.
Significant bits from well-known plays grouped under such titles as "Feast of English Comedy" are presented in "Malvern pattern" by speech classes to school assembly and other audiences.

Rider, Virginia. "Modern Drama Educates for Tolerance." XXXVI (Jan. 1947), 16-22.
Reading and discussion of plays depicting class discrimination and economic inequalities as teaching unit on tolerance—with helpful suggestions.

Smith, Lawrence W. "Demonstrating Drama Values." XXXIII (Sept. 1944), 385-387. (RT)
A successful cooperative project of the English and speech departments.

See also Play Production and Writing.

## Dreiser, Theodore — 81

Ludlow, Francis. "Plodding Crusader." XXXV (Oct. 1946), 419-425.
Survey of Dreiser's qualities and characteristics as novelist with an attempt to assess his significance.

## Dropout — 82

Logan, Edgar. "Night School Tells Day School." XLV (Mar. 1956), 150. (ST)
Letters from two night school students stressing importance of staying in school and the importance of learning to speak and write correctly.

____________. "Tricks of the Trade." XLI (Nov. 1952), 498-500. (RT)
Touch of success via writing slogans and limericks for local contests changed a student's outlook.

## Du Maurier, Daphne — 83

Stockwell, La Tourette. "Best Sellers and the Critics." XLIV (Jan. 1955), 10-17.
Analysis of why the writings of the popular Daphne Du Maurier have not been responsibly considered by serious critics.

## Eliot, George — 84

Crawford, Meda Bonne. "*Silas Marner* Is Fun" XL (June 1951), 338-339. (RT)
High school sophomores participate enthusiastically and enjoy *Silas Marner* by question and discussion.

Stieglitz, Sarah Thorwald. "Review by the Court." XXXIX (Oct. 1950), 452-454. (RT)
Trial for the custody of Eppie as an instance by which to arouse sympathetic response when teaching *Silas Marner.*

Bowyer, Frances. "Connecting Present 'Life' and *Silas Marner.*" XXXV (Sept. 1946), 399-400. (RT)
Class program aimed at using the understanding of literature to help students make their own adjustments to life.

Haglin, Donna. "Raccoon Forks . . . Or Raveloe?" L (Nov. 1961), 556-558. (ST)
Experiment which substituted Felsen's *Crash Club* for Eliot's *Silas Marner* in general English classes. Many teenage novels contain "themes" of the classics, but in the teenage vernacular.

Heilman, Robert B. "Return to Raveloe: Thirty-five Years After." XLVI (Jan. 1957), 1-10.
Examination of the style, theme, and structure of the novel probably most prescribed for high school students during the

past four decades; conclusion: "The book is a good one for students to experience, by way of what it does for training their imagination, giving them a mature, untouched-up view of experience."

Kanehl, Joy J. "*Silas Marner* on Trial." LI (Dec. 1962), 647-648. (ST)
Class member attorneys and judge try Silas and acquit him on insufficient evidence.

McKenzie, Lucy Ann. "More Fun with *Silas Marner.*" XLI (Jan. 1952), 41. (RT)
Interest in *Silas Marner* aroused in four sophomore sections through map of Raveloe and student written endings to the novel.

Sullivan, Sister Bede, O.S.B. "*Silas Marner* Letters." XLII (Nov. 1953), 463-464. (RT)
Author cites passages from the novel which lend themselves readily to correspondence and offers several unedited samples of student written letters.

## Eliot, T. S. — 85

Daiches, David. "Some Aspects of T. S. Eliot." XXXVI (Dec. 1947), 501-508.
Discussion of Eliot's *Prufrock and Other Observations, Poems,* and *The Wasteland* as foundation of a poetic revolution that has yet to produce a major poet.

Smith, Grover, Jr. "Getting Used to T. S. Eliot." XLIX (Jan. 1960), 1-9, 15.
Suggests that students should "experience" T. S. Eliot's poetry in chronological order to get "used" to it. Understanding comes, as "form" becomes the "message" —there is no difference between what the poetry says and what it means.

## Emerson, Ralph Waldo — 86

Connor, M. Helen. "Emerson's Interests in Contemporary Practical Affairs." XXXVIII (Oct. 1949), 428-432.
Points to Emerson's mentions of contemporary affairs in his writings: agriculture, machinery, railroads and the West—even the tariff.

Rusk, Ralph L. "Emerson and the Stream of Experience." XLII (Apr. 1953), 181-187.
With Emerson's biography as the basis, the author discusses how Emerson's ideas —his "fruits of the empirical method," his experiment with the inductive process, and his application of "scientific sobriety" to his personal observation—still possesses value for modern readers and students.

## English and World War II — 87

Barclay, Jean Hatfield. "Reading: Our Wartime Discovery." XXXIV (June 1945), 295-303.
Discussion of wartime unprecedented book buying boom, book club membership, trends in reading, generally and among servicemen.

Bishop, Sibyl. "I Like Teaching English to Veterans." XXXVI (Oct. 1947), 429-430. (RT)
Maturity of veterans makes a difference in learning grammar and literature.

Burgum, Edwin Berry. "Our Writers Are Winning Victories Too." XXXIV (Jan. 1945), 1-9.
On literature written during and about wars: "good" war stories show insight into human nature.

Clark, Harriet L. "The Veterans Are Thinking about Education." XXXV (May 1946), 236-241.
Reports from veterans illustrate that the schools are presumptuous in assigning specific vocational courses: skill in communication is essential for all.

Dias, Earl J. "Secondary School English for Veterans." XXXV (Dec. 1946), 550-553.
Relates experience and gives tips in teaching English to veterans.

Fisher, Mary C. "War Guidance in English Class." XXXIII (Feb. 1944), 98-100. (RT)
Successful projects in a New Jersey high school during the Second World War.

Glicksberg, Charles I. "Creative English and the War." XXXIII (Jan. 1944), 29-35.
A plea for schools to encourage pupils in creative ventures related to contemporary events.

Lynde, Samuel Adams. "A Plea for the Undereducated Veteran." XXXIV (Mar. 1945), 153-154. (RT)
Responsibility to veterans who have not had enough education to get assistance under the G. I. Bill of Rights.

## *ENGLISH AND WORLD WAR II — 87*

Neprude, Verna. "Literature in Veterans' Education." XXXVI (June 1947), 310-316.

Helpful teaching suggestions and specific book titles placed under unit headings appropriate to the education of veterans.

Owen, Elvina Jane. "I Hear America Singing." XXXIII (Mar. 1944), 143-145.

A consideration of the significant contribution which the teacher of English can make to the lives of future servicemen.

Penick, H. M. "An Open Letter to English Teachers." XXXV (Apr. 1946), 213-214. (RT)

Experience in Armed Forces shows necessity of clear, accurate communication.

Pooley, Robert C. "Pre-Induction Training in English." XXXIII (Sept. 1944), 355-357.

An analysis of language arts skills upon which youth who will be joining the armed forces can be working in regular English classes.

Schmidt, Mildred C. "Global Thinking through Books in Freshman English." XXXIII (Feb. 1944), 93-97.

Ninth grade English students explored stories and travel descriptions of China, India, Canada—in terms of World War II people and problems.

## English Language — Miscellaneous — 88

Barn[illegible], Walter. "The School Program in the English Language." XXXIV (Mar. 1945), 137-142.

Calls for procedures in the secondary school to consolidate language as "social behavior," as medium of thought, as "code" of conventions, and as way to creation.

Bathgate, James E. "Some Thoughts on 'The Linguistics of Suburbia'." XLVII (May 1959), 268-270. (ST)

Takes issue with the author of the title quoted above (Jan. 1959 *EJ*, pp. 21-25, 30). Proposes the value of Latin for the revelations it contributes to the nature of language.

Bentley, Ruth S. and Grebstein, Sheldon. "English — Tomorrow's International Language." XLV (Oct. 1956), 395-399.

Presents some impressive facts on the spread of English as a world language and suggests speculation on English as a factor in the present ideological struggle.

Bryant, Margaret M. "The Psychology of English." XXXVI (Oct. 1947), 407-412.

Discussion of the psychological factors in the development of the English language; cites illustrations to show that language is ever changing, "apparently unconsciously or socially rather than logically."

Dykema, Karl W. "An Example of Prescriptive Linguistic Change: 'Don't' to 'Doesn't'." XXXVI (Sept. 1947), 370-376.

Cites numerous examples to show that the status for the construction today is approximately the reverse of what it was a century ago.

Gill, Naomi. "Contrast, Misleader of the Unwary." XLIV (Dec. 1955), 507-512.

Contrast used as a language gimmick distorts the truth.

Landreman, Dolores. "Engineers, Atomic Energy and English." XLVIII (Mar. 1959), 132-135, 144.

Describes the peculiar language difficulties engineers meet in making their reports. Concludes that English instruction is very important to technical trainees.

Loban, Walter. "No Way Around." XXXVIII (May 1949), 259-265.

Cites the needs of contemporary high school students and insists that English teachers give them practice in observation, judgment, reasoning, and in using the imagination: language and thinking cannot be separated.

____________. "Studies of Language Which Assist the Teacher." XXXVI (Dec. 1947), 518-523.

A discussion of twenty-two studies in the area of language and their bearing upon language.

Mead, Robert G., Jr. "English—Will It Become Tomorrow's International Language?" XLVI (May 1957), 282-285, 311.

Analysis of an article by Ruth S. Bentley and Sheldon Grebstein (Oct. 1956 *EJ*) with the conclusion that "as evidence that English is inevitably *the* future world language and that other languages are, therefore, increasingly unimportant for the English-speaking world, the article can have unfortunate effects, . . ."

Millhauser, Milton. "Advice to My Son or The Linguistics of Suburbia." XLVIII (Jan. 1959), 21-25, 30.

Plea for the study of Latin to gain access to a literature; reprimands proponents of study-Latin-to-learn-English.

Moir, William. "A World of Words." XLII (Mar. 1953), 153-155.

Reports on a six-weeks' project of eighth grade classes in the study of the development of the English language, beginning with the early Celts to the present. Brief bibliography.

Pollock, Thomas Clark. "Wisdom and Folly in the Teaching of English." XXXVII (Feb. 1948), 72-79.

Outlines current confusion in teaching English, but points to both experimental and traditional ways as avenues toward solving the problem wisely.

Reeve, Adrienne W. "Why Teach English?" XXXIV (Sept. 1945), 376-378.

Stresses need of publicizing the meaningfulness of English to student and to community.

Reeves, Ruth. "Conversation about a Carpenter." XLV (May 1956), 272-274. (ST)

A plea for purposeful training for the English teacher–language competence foremost.

Thomas, Cleveland A. "Exploring Language in Senior English." XLII (May 1953), 250-255.

Expository writing and implementation of certain features of Hayakawa's *Language in Thought and Action* in an "experimental effort to find a satisfactory answer to the problem" of bringing students to a "deeper examination of language and its possible effects."

Tilley, Winthrop. "Some General Suggestions for a Secondary School English Program." XXXIV (Feb. 1945), 97-99. (RT)

Concerned with pinpointing the areas of importance in English teaching–which is primarily language.

## English Language — Teaching of — 89

Bossone, Richard M. "Let's Talk Sense about English." XLIII (Oct. 1954), 371-373.

Suggests teaching grammar and rhetoric inductively thus enlarging students' experiences to cope with the problem of thinking and writing in an orderly manner.

Brink, Lauren L. "The Inseparability of English and Speech." XXXIV (May 1945), 269-271.

Three ways of bringing English and speech closer.

Brown, Don. "Concepts and Practices in Teaching Aural English." XLV (Dec. 1956), 540-546.

Stresses testing and effective class organization in planning instruction in this phase of the English program.

Burnam, Tom. "A Note for Miss Higginbotham." XL (Oct. 1951), 436-439.

"Brand-new copy of a brand-new textbook" as departure for discussing the attitude that English in the classroom of the prissy teacher is one thing and English as "real people" use it is another.

Cook, Luella B. "The End of the Trail." XLI (Dec. 1952), 540-543.

Teachers should assimilate the ideas of *The Structure of English* by C. C. Fries and adapt them for their pupils so as to aid their understanding of the nature of language and their power over its use.

Fendell, Stanton J. D. "Language Patterns in Student Writing." XL (May 1951), 274-276.

Procedure in dealing with three types of adolescent writers: the hesitant, the voluble, and the fluent.

Gucker, Philip Clark. "A Dissenting Opinion on Language Trends." XXXVIII (Jan. 1949), 22-29.

Any approach to language study that seems to encourage the developing attitude of casualness should be examined carefully.

Healy, Winifred M. "Ideas for Enrichment." XLIX (Apr. 1960), 264-266. (ST)

Under a variety of headings, lists 68 student and 14 teacher activities to enrich the teaching of the language arts.

Holmes, Marjorie. "Intramural Apostrophes." XXXIX (June 1950), 339-340. (RT)

Sport contest applied to sophomore class to teach apostrophe and quotation marks.

Kitchen, Aileen Traver. "The Language Belongs to Them." XXXIX (Sept. 1950), 373-379.

Data to suggest that major problem in language instruction is providing students the tools for observing language.

Markis, John. "Simplifying the Rules." XXXIX (Apr. 1950), 214-216. (RT)

On teaching language skills in a vocational boys' school without bowing to the "awesome idol, formal grammar."

Neumayer, Engelbert J. "Teaching Certain Understandings about Language." XXXIX (Nov. 1950), 509-515.

Lists four linguistic principles relating to words as symbols, connotation, abstraction, and description and opinion; and suggests classroom techniques by which students can be taught to understand these principles.

Olson, Helen F. "Teaching Basic Language Skills." XXXIX (May 1950), 249-253.

Effective teaching of the basic language skills must be functional teaching; it must be based on the processes involved in the use of language (perception, organization, expression) and on methods which research and experience have found good.

Rabinovitch, Ralph D. "Our Adolescents and Their World." XLIV (May 1955), 261-267, 283.

Needs of teenagers, such as clarity about role in family, clarity about sexual role, clarity about place in school, and clarity about job future, discussed in relation to possible ways of increasing teenagers' effectiveness and creativeness.

Scarangello, Anthony. "English Teaching in Japan." XLV (May 1956), 261-264, 294.

Fulbright grantee reviews some amusing personal experiences and explains why the teaching of English in Japan, although taken seriously, is not satisfactory.

Shepherd, Edith E. "Building a Background for Understanding Our Language." XL (Nov. 1951), 499-505.

Describes attempt to meet individual and group needs and to increase understanding of language in students, grades seven through twelve.

Stallbaumer, Virgil R. "Teaching Self-Education." XXXVII (Feb. 1948), 79-84.

Contends that high school students are capable of being taught in a limited way how to teach themselves and to gain first-hand knowledge. Cites instances.

Swatts, F. Isabelle. "Seniors Will Play–With Words." XLIII (Sept. 1954), 322-323. (RT)

Vocabulary game which makes students see, think, pronounce, and use new words.

Thomas, Cleveland A. "Language Study: Classroom Procedures. XLV (Apr. 1956), 201-205.

Concerned with the basic importance of metaphor to language, the handling of abstractions with skill and understanding, and teaching the uses to which language may be put as procedure to give new meanings and full understanding to future citizens.

Trunk, Vincent Paul. "Teaching English vs. Teaching about English." XXXVI (Apr. 1947), 179-183.

Emphasizes a more thorough comparison between the factual situation and its verbal representation when teaching the English language.

Vander Werf, Lester. "Textures in the Teaching of English." XL (Dec. 1951), 559-561.

Cites a number of instances where teachers projected a "texture of meaning" in their approaches to the teaching of language.

Walker, A. J. "What Language Shall We Teach?" XLII (Nov. 1953), 431-436, 448.

Assumes a "position somewhere in the middle" between acceptable functional English and formal grammar approach. Rich in illustration and suggestion.

Zahner, Louis. "The Teaching of Language." XLIV (Nov. 1955), 443-450, 458.

The art of making sense (including word form, word order and pattern, and reference to human experience in the world as we know it), the art of getting the effects we are after, and the art of making discriminations.

## English Language — Usage — 90

Collins, Mary Alberta Choate. "Teaching Usage through Use of Scientific Inquiry." LI (May 1962), 335-337.

Suggests using scientific approach to determine speech usage.

Cook, Luella B. "Stanford University Sets Us All Right." XXXV (Jan. 1946), 37-40.
Examination of validity of teaching "grammar" to students. Testing shows that grammar doesn't improve general usage of the language.

Corbin, Richard. "Grammar and Usage: Progress but Not Millennium." XLIX (Nov. 1960), 548-555.
Provides perspectives on the problems of grammar and usage.

Dean, Dennis R. "Slang Is Language Too!" LI (May 1962), 323-326.
Relates method of using slang as point of departure for language study. Adds partial slang dictionary.

Draheim, Melvene M. "The Oral Approach in Problems of Writing." XXXIV (Nov. 1945), 484-487.
Description of an English Usage Clinic in which individualized instruction is given to students referred to it for inability to spell or to construct sentences meaningfully.

Hartung, Charles V. "Doctrine of English Usage." XLV (Dec. 1956), 517-525.
Succinct, well-documented discussion of four schools of opinion on English usage.

Higgins, V. Louise. "Approaching Usage in the Classroom." XLIX (Mar. 1960), 181-186.
Builds on two premises: the teacher is the arbiter of language; language is status oriented. Lists four approaches: the levels concept, public and private utterance, caution in zones where the inept stray, and use of eclectic selection of reference books.

Kenyon, John S. "Levels of Speech and Colloquial English." XXXVII (Jan. 1948), 25-31.
"Levels" is not an appropriate term in identifying language groupings.

Lacey, Mabel. "A Demonstration Lesson on Fun with Words." XXXVIII (June 1949), 349-350. (RT)
Illustration of classroom session on discovering levels of usage in language.

Larrabee, Carlton H. "Student Research in Usage." XXXIX (Oct. 1950), 450-455. (RT)
Students requested to observe use of *who-whom* and *different from-different than* reported confusion among all levels of speakers.

Malmstrom, Jean. "Linguistic Atlas Findings versus Textbook Pronouncements on Current American Usage." XLVIII (Apr. 1959), 191-198.
Reports findings of a five-year study which compared information from the Linguistic Atlas of the United States and Canada with that from current textbooks. Examines six illustrative patterns of such differences (*sit-set, dived-dove, he don't, it's me, back of, climbed-climb*) and suggests certain implications for teaching.

Manning, Lena M. "Meeting Individual Needs in Usage." XLIV (Mar. 1955), 152-155, 162.
Specific suggestions for using student needs, interests, problems, and goals as the context for improving language usage.

Patterson, Emma L. "Capitals and the War." XXXIII (Oct. 1944), 438-439. (RT)
A brief discussion of differences to be found among publishers with regard to one convention of capitalization.

Petitt, Dorothy. "Traveling Salesmen of English: Usage Drills Related to Experience." XLVI (Feb. 1957), 85-86.
Inservice experience with relating drill in usage to the written and oral current unit or theme.

Pooley, Robert C. "Dare Schools Set a Standard in English Usage?" XLIX (Mar. 1960), 176-181.
States principles governing standards; lists twenty-five items English teachers and their colleagues should set themselves to correct.

Sundal, Lorraine D. "A Transition Program in Grammar and Usage." XLV (Apr. 1956), 195-200.
Bridging the gap between formal and functional grammar and "modern scientific grammar and "modern scientific studies of the language."

Walcott, Fred G. "Language as a Function of Doing." XLV (Dec. 1956), 532-536, 554.

"Language is a function of human affairs," and the criterion of its teaching, therefore, is that "it helps to exercise and perfect the skills that people need in the world of work and study and human enterprise."

Williams, Robert D. "Usage, Logic, and the Predicate Noun." XXXV (Mar. 1946), 155-157. (RT)

Device for teaching the logic of the grammar of predicate nouns.

Womack, Thurston. "Teachers' Attitudes toward Current Usage." XLVIII (Apr. 1959), 186-190.

Reports that "majority of teachers still reject most word usages that published information tends to support as acceptable." Recommends ways to correct this situation.

See also Current English.

## Evaluation — General — 91

Alm, Richard S. "What Is a Good Unit in English?" XLIX (Sept. 1960), 395-399.

Identifies and discusses seven numbered criteria for evaluating teaching units in English.

Bennett, Elizabeth Hart. "Self-Rating in Discussion." XLIV (Sept. 1955), 352. (ST)

Evaluation of self-rating chart for participation in discussion as a tool for stimulating all pupils to contribute actively.

Cook, Luella B. (chm.). "The Case of the Loaded Questionnaire." XLIX (May 1960), 317-320.

A report by the NCTE Committee on Evaluation of Pupil Performance.

____________. "The Search for Standards." XLIX (May 1960), 321-328, 333-335.

The problem of standards arises because teachers have a responsibility to teach subjects and develop children. Solution might be reached by setting goals in required classes and standards of excellence in electives.

Davis, Frederick B. "What Do Reading Tests Really Measure?" XXXIII (Apr. 1944), 180-187.

Discussion of emphasis of reading tests upon word knowledge and literal meaning of separate statements to exclusion of other important reading skills.

Derrick, Clarence. "What Do You Expect?" XLIX (Feb. 1960), 95-96, 101-107.

Exposes the dangers of teachers' relying on subjective evaluations alone for determining achievements of students. Case study evidences are presented.

Dusel, William J. "Planning the Program in Writing." XLV (Sept. 1956), 320-327.

Includes suggestions on the evaluation of the pupils' composition work.

Hook, J. N. "Characteristics of Award-winning High Schools." L (Jan. 1961), 9-15.

Summary of the characteristics of high school English programs producing winners in NCTE Achievement Awards. Useful to English departments in evaluating their own programs.

Myers, John W. "Identifying Students of Superior and Low Ability." XLIX (Oct. 1960), 485-487. (ST)

Reports criteria for identification of superior and low ability students.

Pooley, Robert C. "Language Behavior of Adults." XXXVIII (Feb. 1949), 73-82.

Discusses common flaws in adult speaking and writing to show how far English teaching has fallen short of success; suggests general principles for improvement.

Tanner, H. Jeanne. "What's Your Teaching Grade?" XLIV (Apr. 1955), 230-231. (ST)

Sample list of teacher questions and student responses when 202 juniors and seniors evaluated the course.

Traxler, Arthur E. "The Value of the Scores on the Parts of the Cooperative Mechanics of Expression Test." XXXIII (Dec. 1944), 557-558. (RT)

An analysis of the request from schools that scaled scores be provided for the three parts of the mechanics of expression test.

Wonnberger, Carl G. "Judging Compositions–Machine Method." XLIV (Nov. 1955), 473-475. (ST)

Flaws in an objective test of composition ability.

Zollinger, Marian, and Dawson, Mildred A. "Evaluation of Oral Communication." XLVII (Nov. 1958), 500-504.

Presents two specific methods for evaluating oral communication in the classroom: checklists to identify goals and appraise them, and flow charts to help students be aware of the part they play in group discussion.

## Farrell, James T. — 92

Farrell, James T. "Social Themes in American Realism." XXXV (June 1946), 309-315.
The noted novelist examines the social themes in several decades of twentieth century American realism.

## Fast, Howard — 93

Fast, Howard. "American Literature and the Democratic Tradition." XXXVI (Feb. 1947), 55-60.
Effort to understand the state of current affairs through American letters.

————————. "An Author's Defense." XXXVI (June 1947), 323-324. (RT)
Rebuttal to criticism of the author's book, *Citizen Tom Paine.*

Hicks, Granville. "Howard Fast's One-Man Reformation." XXXIV (Sept. 1945), 357-362.
Fast has shown that the historical novel need be neither sentimental nor sensational; he peoples the past with human beings.

Rouse, H. Blair. "Democracy, American Literature, and Mr. Fast." XXXVI (June 1947), 321-323. (RT)
Critique of Howard Fast's article in the Feb. 1947 *EJ*, "American Literature and the Democratic Tradition."

## Faulkner, William — 94

Bigelow, Gordon E. "Faulkner's Snopes Saga." XLIX (Dec. 1960), 595-605.
A keen analysis of the Snope saga tracing the meaning of Snopesism.

Kohler, Dayton. "*A Fable*: The Novel as Myth." XLIV (May 1955), 253-260.
Faulkner's use of a single event, the mutiny of a French regiment on the Western Front in May 1918, to produce a symbolic novel which in essential characterization and narrative detail parallels the story of the Passion and the Crucifixion.

————————. "William Faulkner and the Social Conscience." XXXVIII (Dec. 1949), 545-553.
Examines several of his novels to show that Faulkner has "made his solitary position a post of strategy and advantage in uncovering the social conscience of the South," to show that his fictional Jefferson is "the geographical center of a moral universe."

Little, Gail B. "Three Novels for Comparative Study in the Twelfth Grade." LII (Oct. 1963), 501-505.
Discussion of the possibilities of comparative study in the twelfth grade of three American novels, of which *Intruder in the Dust* is one.

## Fiction — 95

Williams, Elizabeth. "Teaching Judgment of Prose Fiction." XLVII (Nov. 1958), 495-499.
High school teacher group attempt, by objective test and student criticism, to improve the taste of their students in the reading of prose fiction.

See also Composition (Creative Writing), Literature (General and Selections), and Literary Criticism.

## Folklore — 96

Altrocchi, Julia Cooley. "Uncle Sam's Folklore." XXXIV (Dec. 1945), 529-536.
Traces the origins of American folklore and tells what America has done with it. B. A. Botkin's categories.

Beltz, George W. "Something for the Swift." XLVII (Dec. 1958), 573-575. (ST)
Gifted students produced a two-hour tape recording of American folklore.

Cober, Mary E. and Pierce, Hazel I. "The Folklore Way to Understanding a Unit in Eighth Grade English." XLIII (Apr. 1954), 191-192.
Project in which basic concepts of our American way of life were transmitted to pupils through the social vistas opened by discussion and narration of folklore.

Pilant, Elizabeth. "American Folklore for Remedial Reading." XL (Apr. 1951), 227-228. (RT)
So considered because humorous, simple plots are expressed as conversation and in short sentences.

*FOLKLORE — 96*

Powell, Pansye H. "A Folklore Club." LI (Oct. 1962), 489.

Discusses the organization as a high school activity.

## Forster, E. M. — 97

Bentley, Phyllis. "The Novels of E. M. Forster." XXXVII (Apr. 1948), 163-170.

Discussion of various novels, beginning with *Where Angels Fear to Tread* (1905), in terms of wit, descriptive power, story technique, and characterization.

## Frank, Anne — 98

Lane, Mary. "On Anne Frank." XLV (May, 1956), 269-271.

Recounts the author's personal contact with the scene and survivors of the *Diary*, and sees in Anne Frank a teenage spokesman.

## Frost, Robert — 99

Cook, Reginald L. "The Stand of Robert Frost, Early and Late." XLVIII (May 1959), 233-241, 261.

Traces the development of Frost's subject matter, viewpoint, method, and tone.

Hopkins, Bess Cooper. "A Study of 'The Death of The Hired Man'." XLIII (Apr. 1954), 175-176, 186.

Examination of a contemporary selection which exemplifies Frost's skill in transforming a simple occurrence with living speech into a thing of beauty and universality.

McGiffert, John. "Something in Robert Frost." XXXIV (Nov. 1945), 469-471.

Frost's ability to fuse concrete experience with a peculiar human uncertainty as to meaning.

## Fry, Christopher — 100

Redman, Ben Ray. "Christopher Fry: Poet-Dramatist." XLII (Jan. 1953), 1-7.

Discussion and evaluation of the writings of Christopher Fry, with frequent brief quotations from his plays.

## Gilbert and Sullivan — 101

Fletcher, Paul F. "A Unit on Gilbert and Sullivan." LI (Mar. 1962), 203-205. (ST)

Suggestions for unit on Gilbert and Sullivan to teaching general communication skills.

## Godden, Rumer — 102

Tindall, William York. "Rumer Godden, Public Symbolist." XLI (Mar. 1952), 115-121.

Critique of the author's various novels, *The River* to *A Candle for St. Jude*. Miss Godden translates "the visions of major artists for those who could not receive them in the original."

## Goethe, Johann Wolfgang von — 103

Melz, Christian F. "Goethe and America." XXXVIII (May 1949), 247-253.

Sees Goethe's references to America in terms of a land without tradition.

## Grammar — Miscellaneous — 104

Baker, William D. "The Natural Method of Language Teaching." XLVII (Apr. 1958), 212-217.

Invokes plague on houses of both structural linguist and traditional grammarian; lists activities for a "natural method" of teaching writing effectively.

Clay, Martha Elliott. "Singing Definitions." XXXIII (Dec. 1944), 555. (RT)

A device for teaching definitions of the parts of speech.

Conkling, Fred R. "English Grammar Should Be English." XXXVI (Mar. 1947), 150-152. (RT)

Discussion of the confusion between possessive pronoun and possesive adjective and the relative adverb and the relative pronoun.

Cook, Luella B. "Teaching Grammar and Usage in Relation to Speech and Writing." XXXV (Apr. 1946), 188-194.

Suggests "inductive" approach to early grammar teaching, with examples to support the suggestion.

Francis, W. Nelson. "The Present State of Grammar." LII (May 1963), 317-321.

Discussion of new and often complicated developments in recent examinations of English grammar.

Hatfield, W. Wilbur. "A Confused Issue." XLII (Feb. 1953), 91-92.

Discussion of some of the basic issues facing the teacher of grammar in the light of the controversy between traditional and linguistic grammar.

McKowen, Clark. "The Decline and Fall of a Grammarian." LI (Feb. 1962), 100-105.

A humorous, fictionalized account of a young English teacher discovering that grammar is not very closely related to writing.

Meade, Richard A. "Who Can Learn Grammar?" L (Feb. 1961), 87-92. (MT)

Investigates the relationship of mental ability to grammar learning with the suggestion that curriculum be adjusted to provide principles of grammar for those who can learn them and eliminate such content for those who cannot.

Mott, Bertram, Jr. "Interpreting Poetic Inversions: An Experiment." LII (Apr. 1963), 257-261.

Grammar as an aid in the reading and interpretation of poetry.

Rounds, C. R. "Historical Sketch of an Attempt to Unify Grammatical Nomenclature." XXXIV (Apr. 1945), 215-216. (RT)

Tells of effort and failure to unify grammatical nomenclature between 1910 and 1913; an achievement practical and attainable and still in need of doing.

St. Peter, Mary. "A Sentence Strikes Out." L (Apr. 1961), 271-272. (ST)

Personifies the sentence, which in final plea asks for "the student as a tool for idea expression, not as a diagramed skeleton, a formulated structure, or a mechanical tinker toy."

Salisbury, Rachel. "Grammar and the Laws of Learning." XXXV (May 1946), 247-252.

Discusses the amount of grammar to be taught and how to teach that amount psychologically.

Sundal, Lorraine D. "A Transition Program in Grammar and Usage." XLV (Apr. 1956), 195-200.

What one English department is doing in a period of transition to bridge the gap between traditional or formal grammar and "modern scientific studies of the language."

Thomas, Owen. "Grammatici Certant." LII (May 1963), 322-326.

Clarifies the assumptions and nature of the four grammars—traditional, historical, structural, and generative.

Walker, A. J. "What Language Shall We Teach?" XLII (Nov. 1953), 431-436, 448.

Assumes a "position somewhere in the middle" between acceptable functional English and the formal grammar approach. Rich in illustration and suggestion.

## Grammar—New Approaches—105

Alva, Charles. "Structural Grammar in California High Schools." XLIX (Dec. 1960), 606-611.

Reports of a study concerned with extent of use, educational background and characteristics of teacher-users, and judgments on its use by teachers.

Bertling, Lois Saunier. "English Grammar and the Thinking Process." XXXV (Dec. 1946), 544-550.

Outlines a suggested procedure for the reorganization of grammar to meet the demands of progression in education.

Conlin, David A. "Form and Function: A Quandary." XLIX (Oct. 1960), 457-463.

Examines the problem of form and function in structural grammar, pointing out that "in a modern analytic language we are still plagued with inflectional changes which at times point in the wrong direction."

Cook, Luella B. "A Dual Approach to Grammar Study." XXXIV (Mar. 1945), 122-127.

Functional approach and logical approach both necessary; cites example of teaching approach.

Corbin, Richard. "Grammar and Usage: Progress but Not Millennium." XLIX (Nov. 1960), 548-555.

Perspectives by topical divisions: Grammar and Usage Defined, The "Levels of Usage" Approach, "Functional" Grammar, and Structural Linguistics.

Cowsar, Margaret I., and Teer, Margarete. "How Does Grammar Mean?" L (Dec. 1961), 596-600.

Space-time relationships in understanding tense—with chart and its use in developing the concept of time-tense.

Fendell, Stanton J. D. "Dynamic English for the High School." XXXV (May 1946), 252-256.

Urges teaching of "ear grammar"; relates experience in using discussion in class to illustrate usage.

Groff, Patrick J. "Is Knowledge of Parts of Speech Necessary?" L (Sept. 1961), 413-415. (ST)

Places responsibility for continued emphasis on knowledge scientifically proven not relevant to the quality of written composition.

Hatfield, W. Wilbur. "What Standards of Usage?" XXXVIII (Feb. 1949), 95-96.

Defines the prevailing NCTE approval of descriptive grammar.

______________. "Will Structural Grammar Help?" XLVII (Dec. 1958), 570-572.

Practical superiority of structural grammar over conventional grammar seems to be in greater concreteness, ease of inductive presentation, and inclusion of voice signals and structure words.

Howe, M. L. "Summarized Grammar." XL (June 1951), 308-313.

Pleads for teaching grammar inductively —with illustrations to show how usage and punctuation automatically reveal relationships.

Hutton, Harry K. "Basic Trouble in Teaching Grammar." XLIII (Sept. 1954), 320. (RT)

Proposes reversal of "part of speech-relation" order in favor of identifying the relation and then the part of speech.

Ives, Sumner. "Grammar and Style." LII (May 1963), 364-369.

Describes a procedure for marking and extracting grammatical components of English sentences. Charts.

Kelly, Chenault, and Richards, Bertrand. "Grammar Is Not a Purple Turtle." XLVIII (Apr. 1959), 199-205, 212.

Grammar instruction based on the "nonverbal awareness" theory, where generalizations are delayed in favor of example and where literature is discussed for idea and reaction, not for right-wrong verbal evaluation.

Lees, Robert B. "The Promise of Transformational Grammar." LII (May 1963), 327-330, 345.

The basic tenets of transformational grammar and its application to present day teaching of English against a backdrop of traditional grammar and structural linguistics.

Mallis, Jackie. "An Experiment with the New Grammar." XLVI (Oct. 1957), 425-427.

Account of a simple application in English 8 of basic ideas from Charles Fries' *Structure of English* and from Paul Roberts' *Patterns of English.*

Miller, Frances. "Structural Plotting for Understanding." LI (Dec. 1962), 632-634, 639.

Informal experiments in teaching structural grammar in seventh grade.

Minton, Arthur. "Grammar Makes Sense." XXXVI (Jan. 1947), 26-29.

Gives suggestions to teachers on how to provide a functional setting for teaching grammar.

Noyes, E. Louise. "New Help for an Old Task." XLI (Sept. 1952), 368-369.

Stresses the importance of dealing with contemporary developments in language study.

Pooley, Robert C. "Grammar in the Schools of Today." XLIII (Mar. 1954), 142-146.

Presents contemporary trends in teaching of grammar with some specific illustrations which outline the gradual accumulation of knowledge of grammar as an effective "tool" of the language arts.

Roberts, Paul. "Linguistics and the Teaching of Composition." LII (May 1963), 331-335.

The knowledge of the structure of the English language—grammar in progressive refinement—is increasing rapidly and becoming available to teachers as subject matter in humanistic study of the language; such study, however, "is not to be expected" in an era of mass education to "effect any enormous improvement in writing."

Schuster, Edgar H. "How Good Is the New Grammar?" L (Sept. 1961), 392-397.

Report on high school experiment to discover the effectiveness of the "new" (structural) grammar—with tabulations and evaluative comment.

Searles, John R. "New Wine in Old Bottles." L (Nov. 1961), 515-521.
Suggests that linguistics will help increase student insight and strengthen control over language and that the teacher's duty is to perform a wedding of the old and the new grammar.

Sledd, James. "Grammar or Gramarye." XLIX (May 1960), 293-303.
Rebuttal by linguist Dr. Sledd to Bertrand Evan's conservative grammarian outlook; states the position of the structural linguist on the purpose of the teaching of grammar.

Suggs, Lena Reddick. "Structural Grammar Versus Traditional Grammar in Influencing Writing." L (Mar. 1961), 174-178.
Reports the results of an experiment comparing influence on achievement on a writing test of the study of structural grammar and of traditional grammar by eleventh graders.

Thomas, Owen. "Generative Grammar: Toward Unification and Simplification." LI (Feb. 1962), 94-99, 113.
Generative grammar as another alternative in teaching grammar; here considered key to unification and simplification.

## Grammar — Traditional — 106

Bain, Sherwood C. "A Constructive Method of Teaching the Basic Concepts of English Grammar." XXXVII (Mar. 1948), 150-152. (RT)
Students are asked to construct sentences from words in jumbled order listed in columns under headings such as "verb," "appositive," "nominative of address," etc.

Booth, Miriam B. "Activating Grammar." XXXIII (May 1944), 241-245.
Specific examples of ways of increasing the interest of junior and senior high school pupils in the study of language.

Cain, R. Donald. "Grammar's Not Terminology." XLVII (Apr. 1958), 200-205.
Gives "exercise sentences" in actual language usages as approach to teaching grammar which emphasizes student "reaction to language situations, not to terminology for language situations."

Conlin, David A. "Can Traditional Grammar Be Modernized?" XLVII (Apr. 1958), 189-194.
Traditional grammar should be "revised," rather than supplanted, by application of principles from structural linguistics.

Dawson, Mary Wood. "The Passing of the Pronoun." XLV (Jan. 1956), 34-37. (ST)
Pronouns studied in grammar texts of 1920's and 1940's to find that grammar is still considered an end in itself, rather than means to correct usage.

Frease, Forrest W. "A Note on 'New Help for an Old Task'." XLII (Feb. 1953), 93-94. (RT)
An objection to the article in the Sept. 1952 issue where teachers voiced opinions on the first volume of *The English Language Arts,* with particular discussion on chapter entitled "A Modern View of Grammar and Linguistics."

Keller, Joseph. "On Teaching the Grammar of English." XLV (Apr. 1956), 206-207, 215.
In support of grammar per se—"students enjoy the grammar of English when presented to them for what it is: a *system* of sounds having meaning."

Lessem, Sheldon W. "Grammar Has a Place in the Classroom." XLIII (May 1954), 260-261. (RT)
Teaching experience in which it is shown that grammar is thought of as learning, and as such belongs in the classroom. Editorial footnote.

Long, Ralph B. "Words, Meanings, Literacy, and Grammar." XLVII (Apr. 1958), 195-199.
A defense of "traditional grammar," attacking "New Linguists" on attitudes toward the word, the place of meaning in analysis, and the written language.

McElroy, M. D. "Let the Grammar Grow." XLIII (Mar. 1954), 151-153. (RT)
Grammar and literature offered simultaneously in the belief that this naturally motivates, stimulates, and provides for real improvement in personal communication.

Mains, Edith E. "The Cartoon and the Teaching of Grammar." XXXIV (Nov. 1945), 506-507. (RT)

Shows cartoons drawn by students on the subject of English—with comment.

Makey, Herman O. "Grammar Can Be Reasonable." XXXIV (Apr. 1945), 186-190.

All grammar should be taught as explanation and organization of relationships already recognized.

Miller, Helen Rand. "What If They Don't Know Grammar?" XL (Nov. 1951), 525-526. (RT)

Asks for better tests to ascertain what grammar students know; sample to "suggest a way" toward such tests.

Moir, William. "Glamour in Grammar." XL (Sept. 1951), 388-391.

Sixth to eighth grade grammar presented with cartoons and games. Brief bibliography.

Morland, Anita Borum. "Sample Lessons in Grammar." XXXV (Sept. 1946), 393-395.

Something to say, mimeographed duplication, and class criticism as indirect approach to the teaching of grammar in junior high school.

Mosley, Lorraine A. "Integrated Grammar and Composition." XLV (May 1956), 274-275. (ST)

Describes method for reducing grammar to simplest terms and for integrating it with composition.

Phillips, A. L. "Grouping about the Group Noun." XXXV (Feb. 1946), 97-99.

Problem of agreement of pronouns and verbs with collective nouns.

Pooley, Robert C. "What Grammar Shall I Teach?" XLVII (Sept. 1958), 327-333.

Outlines a cumulative program in grammar for the junior and senior high school and suggests key teaching procedures.

Postman, Neil. "Grammar and the Education Controversy." XLIX (Oct. 1960), 487-489. (ST)

Purports "to suggest to both sides some of the devastating possibilities that inhere in an adroit use of grammatical analysis."

Senatore, John J. "SVO: A Key to Clearer Language Teaching." XLVI (Oct. 1957), 419-424.

Describes how syntax can be made clear to student in seven clearly defined steps based on S(ubject) V(erb) O(bject) patterns. Advantages of writing to the SVO pattern are delineated.

Smith, J. Harold. "A Plan for Presenting Grammar." XLVIII (Oct. 1959), 404-406. (ST)

A condensation of traditional grammar via a chart showing structural functions of sentence parts under noun and verb headings.

Strom, Ingrid M. "Does Knowledge of Grammar Improve Reading?" XLV (Mar. 1956), 129-133.

Report on measuring, testing, findings, and implications for teaching in an effort to clarify the claim that a knowledge of grammar functions in reading.

Suggs, Lena Reddick. "Structural Grammar versus Traditional Grammar in Influencing Writing." L (Mar. 1961), 174-178.

Results of an experiment (eleventh grade) to determine the effectiveness of teaching English according to the principles of linguistic science as compared with traditional grammar.

Waldrep, Reef. "Core Teaching Has Plenty of Room for Grammar." XLII (Jan. 1953), 24-28.

The merits and achievements of a core curriculum allow time-honored approaches to be fitted into its framework.

Wolfe, Don M. "A Grammatical Autobiography." XLIX (Jan. 1960), 16-21.

Applies the learning of grammatical concepts to the students' life experiences.

See also Composition, English Language (Usage), Linguistics.

## Great Books — 107

Ford, Bernice A. "Bread and Stones." XXXVII (Nov. 1948), 475-478.

While all English teachers must "work toward mechanical perfection," they must also continue "to challenge with great books the thoughts and feelings of young people."

Hazard, Patrick D. "Behind the Tinsel Curtain." XLV (Mar. 1956), 134-137, 144.

The teacher "must personally inhabit the world of elite values and great books," but in an era of mass media he must learn to translate these into the language of popular culture.

Logan, Edgar. "Stretch for the Stars." XLVIII (May 1959), 270-271. (ST)
Description of a high school Great Books Club whose membership requirements are the reading of 10 classics and attendance at discussions and lectures on outstanding authors.

Madden, Edgar. "Popularizing Reading in the Small High School." LII (Jan. 1963), 46-49. (ST)
A *Great Books Club* project to improve and stimulate reading skill and habits of high school students.

See also Book (General).

## Greene, Graham — 108

Braybrooke, Neville. "Graham Greene: A Pioneer Novelist." XXXIX (Oct. 1950), 415-423.
Analysis of the novelist's works to *The Heart of the Matter* as "accounts of men in pursuit—physically and spiritually—but pursuit which leads to a more profound understanding of themselves" since it forces them "to look into themselves and see in whose image they are made."

## Group Discussion — 109

Glicksberg, Charles I. "Education for Hate." XXXIV (Jan. 1945), 19-26.
Discussion of hate and of its effects on individual and country; describes classroom discussion of hate and teacher responsibility.

Goldberg, Murray A. "Developing Democratic Responsibility through Discussion of Controversial Issues." XXXIV (Feb. 1945), 66-71.
Dealing with controversial topics illustrates democratic methods for arriving at conclusions and develops speech and library skills.

Shoemaker, C. C. "Management of Group Discussion." XXXVI (Dec. 1947), 508-513.
Group discussion calls for careful scientific planning involving: (1) Proper phrasing of topic, (2) Planned procedure, (3) Gathering the facts, (4) Testing the facts, (5) Interpreting the facts, (6) Appointing a good leader, (7) Evaluating the discussion, and (8) A critic-teacher.

See also Speech Arts (Discussion, Class, and Group) and Oral English.

## Grouping — 110

Mersand, Joseph. "Homogeneous Grouping." XXXIX (Sept. 1950), 394. (RT)
Grouping technique in a cosmopolitan city.

See also Individual Differences.

## Guidance — 111

Arbuckle, Dugald S. "Can English Teachers Be Counselors?" XLII (Apr. 1953), 192-193.
Assigns reasons to indicate why teachers of English *should be* counselors toward the "insight and understanding" necessary for the better life.

Beachner, Anna M. "An English Teacher's Part in Freshman Orientation." XXXV (Oct. 1946), 455-457. (RT)
Suggestions to English teachers for helping freshmen adjust.

Brown, Frances. "Students Consider Their Futures." XXXIX (Nov. 1950), 515-517.
A unit on vocational interests and choices which involved seniors in library research, field interviews, and oral reports.

Carlsen, G. Robert. "Literature and Emotional Maturity." XXXVIII (Mar. 1949), 130-138.
How literature may help students to become better adjusted. Principles for teachers.

Crawford, Vernelia A. "Vocational Guidance in the English Classroom." XXXV (Sept. 1946), 397-398. (RT)
Students do research and writing on subject of potential vocations.

Ditton, Eileen B. "Literature is for Lunatics." XLV (Oct. 1956), 414-416.
Literature is no panacea, no patent medicine cure for disturbed personalities; pleading for maladjusted authors is not teaching literature.

Elkins, Deborah. "Students Face Their Problems." XXXVIII (Nov. 1949), 498-503.

Guidance via "sociometric test," interview, student confidences, diary, and dramatic discovery of student predicaments.

Emig, Janet. "We are Trying Conferences." XLIX (Apr. 1960), 223-228.

Discusses procedures, difficulties, and advantages of a system of individual conferences to make high school writing effective.

Eno, Isabel V. "Books for Children from Broken Homes." XXXVIII (Oct. 1949), 457-458. (RT)

Books listed under six headings, e.g., motherless, fatherless.

Flaumenhaft, A. S. "Boy's Bookcase." XXXIV (May 1945), 272-273. (RT)

Father after son's wartime death tells of the books in the son's bookcase.

Giddings, Arthur F. "Notes on the Teaching of Literature." XLIII (May 1954), 240-243.

Teachers must reorganize their literature programs toward books which depict real life situations.

Hand, Harry E. "Sex in the Modern Novel —A Teaching Problem." XLVIII (Nov. 1959), 473-476.

Favors a plan for class discussion on sex in the novel when occasion requires it.

Hastie, Wilma. "Senior Composition and Vocational Guidance: An Experiment in Integration." XXXIII (Oct. 1944), 439-440. (RT)

A successful project in Fort Dodge, Iowa.

Kaminsky, Merle. "These Didactic Stories for Junior High." LI (Apr. 1962), 250-252.

Decries an overemphasis on homilies in the fiction included in junior high school anthologies; critical attention to such stories, however, may lead to important student understandings.

Leonhard, Emma Mae. "From Panel Discussions to Orations: Seniors' Thinking Problems." XXXVIII (Oct. 1949), 433-438.

Outlines program for helping seniors face as adults the problems they meet.

Mersand, Joseph. "The English Teacher and Guidance." XLI (Mar. 1952), 141-147.

The students' needs, capabilities, and interests in the "realm of personal, educational, and ethical guidance" are aspects of teaching, "not only subject matter but the whole child."

Orton, Wanda, "I See Them Sub, Ab, or Super." XXXV (Sept. 1946), 385-390.

Examples to show the stereotyped responses of the "normal" child; advocates the realization and treatment of each student as individual.

Peel, Lee S. "The Teenager Takes a Look at Himself." XLII (Nov. 1953), 459-460. (RT)

Describes class project conducted to refute printed allegations that most of today's young people are troublesome. Students composed, directed, and reported the results of a questionnaire pertaining to dating, outside activities, "smoking-drinking," driving, and religion.

Roody, Sarah I. "Teaching High School Seniors the Scientific Attitude towards Life." XXXV (Jan. 1946), 33-36.

Account of a teacher's experience in giving pupils a chance to develop openmindedness and clear thinking.

Rowland, Helen G. "Dramatics: An Instrument for Guidance." XXXV (Jan. 1946), 29-33.

Outlines actual production of a play to demonstrate social values.

Senyard, Marie C. "Pinch-Hitting for the Guidance Teacher." XLII (May 1953), 271-272. (RT)

Homeroom used as a guidance device.

Shellhammer, Lois B. "Solving Personal Problems through Sociodrama." XXXVIII (Nov. 1949), 503-505.

Seventh grade class dramatized situations to "understand how the other person *feels* when certain things are said or done."

Sheridan, Marion C. "Equilibrium with Variations." XXXVIII (Mar. 1949), 125-130.

Discusses role of language arts in building emotional balance.

Swallow, Lucy. "The Forgotten Well of Living Water." XXXIII (June 1944), 312-315.

A description of ways in which the English teacher can meet the hidden hunger for the things of the inner life and spirit which all students have.

Warren, Naomi Hope. "Opportunities for Guidance in the English Class." XXXIV (Nov. 1945), 480-483.

The English teacher must be more than a technical expert, also a guide to human and moral values.

Watts, Marjorie S. "We Must Learn How to Be Free." XXXIV (Sept. 1945), 362-367.

Emphasizes teaching students to think both in class and in everyday life as way to freedom.

Wenner, Blanche H. "Vocational Guidance for Book Characters." XXXVIII (Mar. 1949), 160. (RT)

Students gained interest in book characters by placing them in contemporary situations.

See also Citizenship.

### Guthrie, A. B., Jr. — 112

Kohler, Dayton. "A. B. Guthrie, Jr., and the West." XL (Feb. 1951), 65-72.

Considers Guthrie an important author especially for the atmosphere of western frontier days, which his books create and preserve.

### Hale, Edward Everett — 113

Drachman, Julian M. "Significant Despite Impossibilities." XXXIX (Mar. 1950), 163.

Reasons why "A Man without a Country" is useful for teaching despite the fantastic nature of the book's plot.

Oxley, Beatrice. "The Man Who Wasn't There." XXXVIII (Sept. 1949), 396-397. (RT)

Hale's character Philip Nolan in "The Man without a Country" is a creation of fiction.

### Hardy, Thomas — 114

Hunt, Kellog W. "*Lord Jim* and *The Return of the Native*: A Contrast." XLIX (Oct. 1960), 447-456.

The character and the plot of *The Return of the Native* "do not produce a novel comparable in effectiveness to *Lord Jim*."

O'Connor, William Van. "Cosmic Irony in Hardy's 'The Three Strangers'." XLVII (May 1958), 248-254, 262.

The story in terms of intention, theme, plot, focus-of-narration, cosmic irony, atmosphere, success, and the world of Thomas Hardy.

Sheridan, Marion C. "Teaching a Novel." XLI (Jan. 1952), 8-14.

Illustrated with reference to *The Return of the Native* by Hardy.

### Hawthorne, Nathaniel — 115

Anna, Sister, S.H., S.N.D., de Namur. "Eldorado in Salem." XXXV (Mar. 1946), 153-155. (RT)

Sixty-five high school junior girls by research and imagination recreate the world of *The House of the Seven Gables* in miniature and in literary essay.

Carpenter, Frederic I. "Scarlet A Minus." XXXIII (Jan. 1944), 7-14.

A discussion of three answers to the problem of evil suggested by *The Scarlet Letter*: traditional moralism, romanticism, transcendental idealism.

Hennings, Alice B. "Teaching an 'Idea' Story." XLII (May 1953), 256-259.

Account of procedure followed in teaching Hawthorne's "The Minister's Black Veil."

Josephs, Lois. "One Approach to the Puritans." L (Mar. 1961), 183-187.

Includes critical study of *The Scarlet Letter* and *The Crucible* as means of captivating attention and as springboard to contemporary American literature.

Marcus, Fred H. "*The Scarlet Letter*: The Power of Ambiguity." LI (Oct. 1962), 449-458.

Treats the structure and themes of Hawthorne's great work.

### Hemingway, Ernest — 116

Bluefarb, Sam. "The Sea–Mirror and Maker of Character in Fiction and Drama." XLVIII (Dec. 1959), 501-510.

## *HEMINGWAY, ERNEST — 116*

*The Old Man and the Sea* discussed to illustrate the theme of the article.

Cotter, Janet M. "*The Old Man and the Sea*: An 'Open' Literary Experience." LI (Oct. 1962), 459-463.

Discusses the role of the teacher in the discussion of the novel: he "stands in the wings."

Dias, Earl J. "Shakespeare or Hemingway —Or Both?" XXXIV (May 1945), 278-280. (RT)

Hemingway as a symbol of modern approach to literature.

Gurko, Leo. "Achievement of Ernest Hemingway." XLI (June 1952), 291-298.

Significant writer and relevant recorder, Hemingway illustrates an American ideal: "the survival of the individual through the fullest realization of his own powers in free association with comrades who react as he does."

_____________. "The Heroic Impulse in *The Old Man and the Sea.*" XLIV (Oct. 1955), 377-382.

The extension of trends from Hemingway's earlier work, climaxing in a new note of affirmation regarding the world as an arena where heroic deeds are possible.

McCown, Marietta. "A Beginning Unit in Literature." XLII (Oct. 1953), 385-387.

In addition to a greater appreciation for the story, the article describes benefits accruing to twelfth grade girls from a procedure used in studying Hemingway's *The Old Man and the Sea.*

Marcus, Fred H. "*A Farewell to Arms*: The Impact of Irony and the Irrational." LI (Nov. 1962), 527-535.

Hemingway's characters live in a world which draws men to destruction by irrational means, and this has resulted in a story of ironic twists of fate.

## Hersey, John — 117

Guilfoil, Kelsey. "John Hersey: Fact and Fiction." XXXIX (Sept. 1950), 355-360.

Critical comment and interpretation of Hersey's achievement as a novelist in *A Bell for Adano, Hiroshima,* and *The Wall.*

## Howells, William Dean — 118

Carter, Everett S. "The Palpitating Divan." XXXIX (May 1950), 237-242.

Traces the criticism of William Dean Howells and shows that, despite modern charges of prudery against him, Howells wrote "frankly and fully within the taste and tolerance" of his late nineteenth century readers.

Van Nostrand, Albert D. "Fiction's Flagging Man of Commerce." XLVIII (Jan. 1959), 1-11.

Compares Howells' *The Rise of Silas Lapham* with Marquand's *Point of No Return.*

## Hughes, Langston — 119

Anderson, Vivenne. "A Poet's Visit Shapes Curriculum." XXXIV (Dec. 1945), 549-552.

The poet who visited was Langston Hughes.

## Human Relations — 120

Brickell, Henry M. "A Marriage Proposal." XL (Oct. 1951), 423-427.

Exploration of the boy-girl relationship which led to reading, discussion, and written and oral presentations of attitudes concerning marriage.

Carriar, Shirley M. "One Use of Theme Files in Junior High School English." L (Mar. 1961), 195-197. (ST)

File as way to establish rapport among parent, student, and school.

Collins, Catherine. "Telling the Lower Grades Stories of Tolerance." XXXVI (May 1947), 258-260. (RT)

A unit in tolerance material: prepared by juniors in high school for lower grades.

DeBoer, John J. "The Meaning of Democracy in America Today." XL (Mar. 1951), 149-153.

Plea for "united, undaunted profession" to keep avenues of communication open so that youth may discover values in the free democratic way of life.

Dowling, Kathleen B. "Reading to Grow." XL (Sept. 1951), 392-393. (RT)

Readings and brief student written reports concerned with "sensitivity to problems of people as people searching for economic security."

Evans, William H. "Does English Have a Chance?" LII (Jan. 1963), 22-26.
Community-made, administration-made, and teacher-made barriers obstruct effectiveness of English programs.

Finley, Mabel S. "The Book Approach: An Experiment in Intergroup Education." XXXVIII (Sept. 1949), 384-388.
Account of a teacher's use of discussion, composition, and outside reading to improve intergroup understanding.

Gombar, William. "International Interview." XXXVIII (Mar. 1949), 153-154.
Experience in establishing rapport between American prep school attendants and foreign registrants.

Gulick, James. "A Literature Unit in Human Relations." XLI (Sept. 1952), 348-351.
Various approaches via a Human Relations Workshop technique "to get away from the sterile, stereotyped, academic methods of presenting a compulsory course in high school."

Lado, Robert. "On Improving World Understanding through Communication." XLII (Nov. 1953), 465-466. (RT)
Presents actual cases to prove that major obstacles to understanding through communication are physical isolation, fear and distrust, and linguistic and cultural misunderstanding.

Logan, J. E. "Chief Complaints against Teachers." XXXVII (Sept. 1948), 371-372. (RT)
Ten complaints are considered with regard to their significance for human relations.

Mallery, David. "A Human Relations Approach to Writing." XXXIX (Oct. 1950), 429-435.
Procedures and examples in which students examined instances of personal experiences to learn how to develop awareness.

Murphy, Nellie A. "Of Course There's No One like That Here!" XXXVIII (Mar. 1949), 156-158. (RT)
Sophomore level experience with a variety of named books to learn about "all the characters who are people like us."

Ostrach, Herbert F. "English and the Lower-Class Student." LII (Mar. 1963), 196-199.
Provocative statement on the situation created by "class bias of English teachers and the inherent resistance of lower-class students."

Rausch, Margaret; Pierson, Howard; Hedges; Lincoln, Hope; Moline, Robert L.; Horst, Jacob; Vogel, Albert W. "To the Editor." LII (Oct. 1963), 542-546. (Riposte)
Seven signed letters objecting to the provocative statements of Herbert F. Ostrach, *EJ* LII (Mar. 1963), 196-199.

Rider, Virginia. "Modern Drama Educates for Tolerance." XXXVI (Jan. 1947), 16-22.
Class discrimination and economic inequalities in plays as teaching unit on tolerance.

Spaulding, Alice Howard. "Intergroup Education in English Classes." XL (Nov. 1951), 522-523. (RT)
A study and discussion of the achievements of persons of different background from one's own.

Wattenberg, William W. "Culture in Catastrophe." XXXVI (June 1947), 320-321. (RT)
Suggests a teaching unit in literature to depict civilization in disintegration so that students will understand the destructive possibilities of atomic warfare.

Wolfe, Don M. "Students' Problems." XLIV (Apr. 1955), 218-225.
Special study of student problems as those which concern school, family, money, boy-girl relations as a significant first step to finding the natural level of student writing power.

Wood, William R. "Rebuilding the Philippine Schools." XXXVII (Jan. 1948), 42-44. (RT)
A teacher from Evanston Township High School describes the enthusiastic response to an appeal for aid to Philippine schools and lists American and Philippine schools which are cooperating in a rehabilitation project.

See also Intercultural Education and Understanding, Parents.

## Humanities — 121

Baxley, Joe C. "Humanities for the Less Able Student." LI (Oct. 1962), 485-487.

Discusses the need for a humanities approach and the plausibility for implementing such a program.

Clark, William A. "The Humanities Program in the High School." LI (Oct. 1962), 474-476, 481, 489.

Analysis and description of a course in the humanities pattern — with criticism of such programs.

Logan, J. E. "Why the Humanities Ride High in Seattle." XLIV (Feb. 1955), 97-99. (ST)

Discusses the "Cultural Heritage" classes with their emphases upon mythology, world religions, ethics, aesthetics, archaeology, anthropology, and modern sciences.

Mersand, Joseph. "How Fare the Humanities in High School?" LI (Nov. 1962), 552-559.

Reviews trends which influence the teaching of the humanities in high school.

See also Individual Differences (Talented and Honors).

## Humor — 122

Blair, Walter. "Laughter in Wartime America." XXXIV (Apr. 1945), 179-185.

Three types of wartime humor–the humor of the Irresponsibles, of the Rugged Individualist, and of the Poor Little Men.

Broening, Angela M. "Lesson Plans in Reading: Reading a Humorous Selection." XXXIII (Feb. 1944), 77-78.

Presentation of purposes of and specific ways for teaching humor.

Click, Donald W. "Humor and Comprehension." XLI (June 1952), 321. (RT)

"Humor makes a classroom warmer." For some reading lessons, mount jokes on cardboard; with more mature students, analyze.

Gordon, Edward J. "What's Hapened to Humor?" XLVII (Mar. 1958), 127-133.

An analysis of the humor of the twentieth century and its need and weaknesses. Compares *Huckleberry Finn* and *The Late George Apley*.

Lorberg, Aileen D. "The Pun as a Legitimate Comic Device." XXXVIII (May 1949), 271-275.

Defends the pun as legitimate product of wit, of intellect. The pun's damnation, if traditional, is unjustified.

## Individual Differences — General — 123

Anker, Lieber. "Come, Learn with Me!" XXXV (Oct. 1946), 438-442.

Arousing class interest by encouraging "general education" students to discuss, write, and develop projects of their interest.

Carroll, Jane Z. "A Plan for Meeting Individual Differences in Composition and Reading." XLVIII (Nov. 1959), 466-472, 483.

Concrete approaches in this plan include individual pupil folders, staggered class written themes, a lab period for using 21 "remedial writing prescriptions," S.R.A. reading materials, and a point system for outside reading.

Devine, Thomas G. "English in Middletown." LII (Jan. 1963), 42-45.

Describes the "mechanics of operation" of an English program where students move at their own rates.

Downes, Mildred G. "Plight of the Logophobe." XLVI (Dec. 1957), 559-563, 576.

The logophobe is the inarticulate; he is a *doer* rather than a *talker,* not necessarily lacking in intelligence.

Eno, Isabel V. "Books for Handicapped Children." XL (May 1951), 277. (RT)

Lists books and sources of material useful to teachers working with handicapped children.

Hook, J. N. "Each Is an Island: Individual Differences in the English Classes of Littleville." XXXVII (Jan. 1948), 8-14.

A four point program for conducting nondivided English classes of students of various abilities and interests.

Jewett, Arno. "The Underprivileged in Language Arts." XLII (Mar. 1953), 131-137.

The importance of recognizing and treating individual differences in the classroom. Special attention is given to the more effective teaching of the bright student.

Mersand, Joseph. "Discovering the Individual in Large Classes." XLVI (Oct. 1957), 406-409.

Through classroom management that recognizes individual differences, differentiated book reports, and individual conferences, varying abilities and interests can be disclosed and reached.

Myers, John W. "Identifying Students of Superior and Low Ability." XLIX (Oct. 1960), 485-487. (ST)

Criteria for identification of superior and low ability students.

Pooley, Robert C. "English in the Coming High School." XXXVII (June 1948), 284-291.

A plea for greater unity in curriculum and increased attention to individual differences.

Searles, John R. "Bridging Gaps between Levels." XLIII (Sept. 1954), 304-307.

Discusses procedures for meeting the gap between high school preparation and college freshman performance, between the most advanced and the most retarded students in the classroom.

Thurston, Mary Ethel. "Challenging Their Abilities." XXXV (Apr. 1946), 203-207.

Case studies in both extremes of reading ability. Suggests new ways are needed to "reach" both extremes.

See also Curriculum and Reading.

## Individual Differences — Slow and Retarded — 124

Alexander, Erin. "English Has Been–." LII (Feb. 1963), 102-104.

A program for slow classes based on student attitudes toward language and language study.

Beachner, Anna. "Functional English." XXXIII (Sept. 1944), 384-385. (RT)

Teacher's use of the "functional" approach to interest noncollege-destined sophomore class.

Carlsen, G. Robert. "English for the Ungifted." L (May 1961), 329-333, 337.

Maintains need for giving more careful attention to the "ungifted average" student for whom the "very subject matter of English came into the schools." Discusses six principles concerning the kind of instruction of most worth to more students.

Ebbitt, Paul F. "Drama for Slow Learners." LII (Nov. 1963), 624-626. (ST)

Reading plays aloud by a class of seniors of low reading ability produced more enduring values than drills on the mechanics, spelling lists, or vocabulary.

Golden, Ruth I. "Slow Learners–Instructional Tapes and Insight." LI (Sept. 1962), 418-420, 442.

Outlines a program for teaching "basic" sections or "slow" groups.

Greene, Laura. "This Worked with a Low-Ability Group." L (Apr. 1961), 272-273. (ST)

Shares an experience in which carefully chosen reading material leads to discussion and disciplines writing.

Hankins, Gretchen C. "The Case for Basic English." LI (Feb. 1962), 116-119. (ST)

Develops the need for programs in English slow learners. There is a need for special materials and teaching techniques for these students.

Hatfield, W. Wilbur (ed.). "XG Program." XL (Dec. 1951), 553-559.

Small classes, relaxed atmosphere, and flexible curriculum remove emotional blocks from minds of slow learners who then prove that they can listen and communicate.

Katz, Martin R. "A Poetry Unit in Action." XXXV (Dec. 1946), 536-540.

Suggestions for teaching poetry to the noninterested.

Kershner, Geneva. "The Slow Learner Reads and Writes." XXXV (May 1946), 264-267.

Account of using the library and its books to interest slow learners in communication skills.

Lessem, Sheldon W. "Reading for Slow Learners." XLV (May 1956), 275-277. (ST)

Names the obstacles to be hurdled before progress: regimentation lest students become confused, and strong incentives to break down the barriers of frustration.

Lobdell, Lawrence O. "A Classic as Reading Material for Retarded Readers." XXXIX (Nov. 1950), 491-496.

Describes experience of Reading Institute of New York University class of nine retarded students, ranging in reading skills from 5th to 6th grade level, with an abridged version of *Tale of Two Cities.*

Lutz, Una Dell. "Books for Severely Retarded Junior High School Readers." XXXIX (Oct. 1950), 439-447.

Lists of books for students who need an adolescent content in books of primary reading level.

McCarthy, Agnes. "Teaching Communication to Slow Learners." XXXVI (Oct. 1947), 401-407.

Suggestions for teaching speech, written composition, creative writing, usage, and spelling to slow learning students.

Mingoia, Edwin. "Improving the Reading of Academically Untalented Students." XLIX (Jan. 1960), 27-34.

Concrete suggestions for helping slow readers, together with various administrative plans for facilitating a good program. Desirable reading materials are briefly discussed.

Pilant, Elizabeth, "American Folklore for Remedial Reading." XL (Apr. 1951), 227-228. (RT)

Finds American folklore good material for remedial reading groups; its humorous, simple plots are expressed in conversation and short sentences.

Rickert, Mary O. "Motivation for Slow Learners." XXXVIII (Jan. 1949), 43-44. (RT)

Account of semester project of making students aware of necessary verbal skills in job applications and equivalent situations.

Shehan, Lawrence P. "Reaching Slow Learners." LI (Jan. 1962), 44-46. (ST)

A discussion of the need of giving individual attention to the slow learner—with outline of the necessary language level.

Simon, Clarence T. "Speech Correction." XXXIV (Mar. 1945), 142-147.

English teacher role in the sound educational practice to provide special work for the handicapped in speech.

Smith, Evelyn Daniels. "Learning to Teach with a Slow Class." XXXIV (May 1945), 276-278. (RT)

Tells of rewards and learning derived from practice teaching in a slow English class.

Sonke, Dorothy E. "Growth Experience in Theme Writing." XLII (May 1953), 246-250.

The writing of a series of essays enabled the teacher "to sound the emotional depths" of a particular eleventh grade class, twenty-five of whom had previously failed English.

Thornley, Wilson R. "Unlocking Resources of Retarded Students." XXXIX (June 1950), 302-306.

Report on a three year experiment with retarded students, from which author concludes that retarded students require, not "prefabricated, controlled, classroom exercise," but teaching that takes into consideration "the fundamental day-to-day uniqueness of each personality."

Woodman, Jessie F. "Baiting the Balkers: Getting Nonreaders to Read." XXXV (May 1946), 267-269.

A number of tips by teacher of remedial reading on getting nonreaders interested in books.

See also Reading (Remedial).

## Individual Differences — Talented and Honors — 125

Beltz, George W. "Something for the Swift." XLVII (Dec. 1958), 573-575. (ST)

Out-of-class project by academically gifted students, who produced a two-hour tape recording of American folklore.

Bennett, Paul L. "Reading and Writing Program for the Talented Student." XLIV (Sept. 1955), 335-339.

Motivation of talented students by means of intellectual and spiritual revelation and discovery through books; discovery of personal writing abilities by moving from business writing, to essay, to narrative, and then to poetry and drama.

Bush, Sarah M. "A Humanities Course That Works." XLVIII (Apr. 1959), 208-210. (ST)

A senior honors English course devoted to the study of tragedy in many literatures beginning with the Bible and including Greek, English and American masterpieces.

Cravens, Jean M. "Teacher in Wonderland —Or Through the Blackboard." XXXIII (May 1944), 263-264. (RT)

An experiment with able English students.

Eshelman, Mabel E. "Our Advanced Students." XXXVII (Oct. 1948), 419-421. (RT)

Reasons are presented for the importance of logic, language, and literature in the education of superior students.

Estes, Helen J. "College Level English in High School." XLVIII (Sept. 1959), 332-334. (ST)

Provides honor students with a preview of college work in language and literature.

Feris, Francis F. "My Pupil Friends and I Cheat the Routine." XXXV (Mar. 1946), 145-149.

Relates bits of a teacher's happy experience with informal, random treatment of many subjects.

Frederiksen, Mildred. "Honors Enrichment in the Eleventh Grade." L (Dec. 1961), 620-623.

Distinguishes excellent work from good work by listing requirements which include such items as mature thinking, disciplining attention, and recognizing change and development.

Hach, Clarence W. "The Talented Pupil: A Special Report." XLVII (Sept. 1958), 368-371, 375.

Gives methods of identifying the talented English student, providing an effective classroom situation, goals for teaching, needs of teacher and school as set forth at Washington, D. C., Invitational Conference on the Talented Pupil.

Heavey, Regina. "Teaching the Gifted to Teach Themselves." L (Jan. 1961), 39-43.

Describes in detail a special course offered to tenth graders (talented) who need systematic instruction in basic research procedures.

Hillocks, George, Jr. "A Unit on Satire for Junior High School." L (May 1961), 338-340.

Analysis with gifted students of books and poems involving satire.

Josephs, Lois. "Man's Relationship to Nature: A Subtheme in American Literature." LI (Mar. 1962), 180-183.

A course in American literature for honors students. The course is built around five comprehensive themes or ideas rather than being developed chronologically.

Kelly, Norma K. "A Venture into Extracurricular English." L (Jan. 1961), 46-47. (ST)

Shares an experience—planned seminars —which stimulate and direct bright students whose interest lies in the area of humanities.

Lagios, Socrates A. "Challenging the Gifted." XLVI (Nov. 1957), 501-503. (ST)

Excused from monthly book reports and biweekly themes, gifted engaged in accelerated reading and writing. They read 18 novels in 18 weeks, and by discussion and specific weekly writing topics were aroused intellectually to curiosity about themselves and mankind.

Lieberman, Elias. "Why Don't You Ask the Ocean?" XLV (Oct. 1956), 410-412. (ST)

A memory portrait of an unusual child.

McCollum, Mildred, and Flora, Betty. "Arts and the Devil." XLIX (Oct. 1960), 464-468.

A teaching unit for high school juniors with above average intelligence; tracing the theme of "arts and the devil" in literature, drama, art, and ballet. Bibliography.

McGoldrick, James H. "Comparative Reading Helps." L (Jan. 1961), 49-50. (ST)

Explains the benefits of purposeful reading that is individual, comprehensive, meaningful, and difficult enough to challenge the good students.

Moriconi, Ralph John. "Eleventh Grade Honors Program." L (Mar. 1961), 193-195. (ST)

Describes thematic units with outlined procedure for group work.

Ragle, John W. "Studying the Novel with College-Bound Seniors." XLIII (Nov. 1954), 426-431, 435.

A proposal to give capable students knowledge of classics and periods through survey course of the kind usually found in colleges. Outlines in detail its adaptation to the high school classroom.

Reeves, Ruth. "The Gifted Student in the Literature Class." XLV (Nov. 1956), 462-469.

Summarizes procedures of English teachers of Houston, Texas, for helping able students in literature through regular class work, small group work, and individual conferences.

Rinker, Floyd. "Priorities in the English Curriculum." LI (May 1962), 309-312.

Discusses essentials for English program for college-bound students.

Riva, Roxane K. "A Philosophy of Life Paper." L (Feb. 1961), 81-86, 97.

Describes a type of writing assignment in which superior students must rely only on the cogency of their own thoughts. Includes purpose, preparation for writing, assignment, and class procedures.

Sauer, Edwin H. "Programs for the Academically Talented in English: What are the Gains?" XLIX (Jan. 1960), 10-15.

Five gains seem to be: better student writing, moving from narrow perspectives in literature, better articulation between high school and college, improved teacher preparation, beneficial effect on the course of study.

Taylor, Robert T. "English Teachers and Science Students." XLVI (Apr. 1957), 209-210. (ST)

Urges ideal of scientific objectivity and the writing of formal, objective reports to prepare prospective engineers, scientists, and executives.

Winfrey, Sally. "An Experiment in Sophomore English." XXXIX (Apr. 1950), 216-218. (RT)

Bright sophomores researched cultural histories of different states; activities included writing to state librarians, research reading, and writing a project report.

See also College Entrance Examination Board.

## Individual Differences — Vocational — 126

Anker, Lieber. "America in the Classroom." XXXIX (Oct. 1950), 447-450.

Unit for nonacademic tenth grade class to develop students' conviction that all races and nationalities must be treated with respect.

Brown, Frances. "Students Consider Their Futures." XXXIX (Nov. 1950), 515-517.

"Senior Talks" in a unit on vocational interests and choices.

Horst, J. M. "English in Human Relationships." XXXVII (Dec. 1948), 524-529.

English as basis for training in human relationships for industrial arts students. The teacher should present English as a "worth-while and necessary tool."

__________. "Will They Read? (An Experiment)." XLII (May 1953), 260-263.

Three week experimental unit in selected readings in short story, biographical essays, and the novel conducted with high school boys enrolled in technical courses.

Muri, John T. "A Poetry Unit on Death." XXXVI (Jan. 1947), 41-42.

Summary of a teaching unit for eleventh and twelfth grade boys in a vocational high school. The poems used and techniques employed are explained.

Smith, Everett. "Industry Views the Teaching of English." XLV (Mar. 1956), 122-128.

Supervisor of employment stresses the necessity of language training for industry by suggestion, example, and survey among associates.

Snouffer, Mary S., and Rinehart, Patricia. "Poetry for the Reluctant." L (Jan. 1961), 44-46. (ST)

Plan for giving the vocational students specially designed educational opportunities similar to those given academic classes. Specific class activities described.

Sparks, Madeleine. "English, a Vital Life-Force." XLII (Apr. 1953), 213. (RT)

To "sell" English to a group of industrial arts boys, the students were assigned the task of interviewing men actually engaged in a variety of occupations and trades.

Thornton, Helen. "English for Technical Students." XLIV (Sept. 1955), 343-346.

Detailed account of the grouping of pupils in a technical high school according to abilities, interests, and needs; of the goals of various courses; and of the variety of electives offered.

## Intercultural Education and Understanding — 127

Barker, Alma, and Chambers, Helen L. "International Correspondence via the Junior Red Cross." XL (May 1951), 278-281. (RT)

Accounts of correspondence-contact with boys and girls, respectively, in Finland and in Japan.

Cross, Laura B. "Teaching English Aids Cultural Understanding." XXXVIII (Dec. 1949), 583-585. (RT)

On learning new things about sound and structure of the native language by teaching it to foreign students.

Davis, Harold E. "Permanent Bases of Inter-American Education." XXXIV (Apr. 1945), 208-212.

Contributions toward inter-American understanding by the U.S. Office of Education, Division of Inter-American Educational Relations.

Eberhart, Wilfred. "Language and Human Relations." XXXVI (June 1947), 304-307.

The importance of language as communication and the necessity of a meeting of minds if we are to have international order.

Gallant, Joseph. "An Intercultural Curriculum." XXXIII (Sept. 1944), 382. (RT)

The description of the special efforts of English teachers to serve an underprivileged community in New York City.

Goldberg, Murray A. "Design for Reading: Six Bibliographies for Intercultural Understanding." XXXIV (Nov. 1945), 493-496.

The bibliographies to achieve this intercultural understanding pertain to the Negro, the Italian, the Jew, the Chinese, the Russian, and the Latin American.

Hartman, Hamill. "You Don't Teach until You Get under Their Hides." XXXIII (June 1944), 294-296.

A presentation of two approaches in a ninth grade class, one of which stirred the emotions and influenced the attitudes of students.

McKenzie, Janet. "Barringer to Britain." XXXVI (Apr. 1947), 204. (RT)

Points out special skills necessary in writing compositions for teenagers in other lands.

Motter, Margaret R. "Getting Together." XXXVI (Sept. 1947), 378-380.

A project to lead students to understand world culture through prescribed reading.

Noyes, E. Louise. "Literature as a Builder of Intergroup Understanding." XXXVII (Mar. 1948), 138-142.

Concerned with attitudes and books "now springing up everywhere about the use of literature in building better intergroup relationships."

Oyanagi, Noble. "The Best Example of Teamwork I Know." XXXV (June 1946), 298-299.

Winning composition, 1946 American Brotherhood Week; relates experience illustrating international friendship.

Scott, Paul T. "Filipinos Learn Their English." XXXVIII (June 1949), 327-329.

Relates language peculiarities of Filipino-English.

Sullivan, George W., Jr. "Indoctrinating for the Democratic Way of Life." XXXVI (Mar. 1947), 121-125. (ST)

Lists helpful classroom activities in a project outline to teach democratic principles.

Thompson, Nora B. "A Latin American Club in High School." XXXVI (May 1947), 260-261. (RT)

Lists pertinent materials for establishing a Latin American club.

Watts, Marjorie S. "Intercultural English: An Experiment." XXXIV (Feb. 1945), 81-87.

Unit in intercultural education, with references to folksong, fair play, and international and interracial problems. Bibliography.

See also Citizenship, International and Interracial Relations.

## Interdepartmental Cooperation — 128

Bushong, James W. "Plain Language from the Superintendent." XLV (Nov. 1956), 486-488. (ST)

Plea for "working togetherness" among all the departments.

## *INTERDEPARTMENTAL COOPERATION — 128*

Fawcett, Harold. "The English Teacher as Teacher of Mathematics." XXXIV (Jan. 1945), 38-43.

All teachers are a part of the "language faculty"; reciprocally English teachers can help train students to better understand mathematics.

Landreman, Dolores. "Science in the English Classroom." LI (May 1962), 327-330, 345.

Argues for acceptance of science and scientific approaches in the English classroom.

McBrayer, B. Leone, and Lindsey, Alethia. "Cooperative Reports on Current Topics." XXXIII (Oct. 1944), 421-424.

Outline of several years' cooperation between English and history departments, particularly in regard to the term paper.

Scrafford, Ralph. "United We Stand." XXXIII (May 1944), 247-252.

A detailed account of the correlation of English and civics in the Academy High School, Erie, Pennsylvania.

Stegall, Carrie. "Now They Are Real Buddies." XLVIII (Feb. 1959), 78-81, 112.

One school's efforts to improve student communication skills through the cooperation of the English department with the other faculties; e.g., composition subjects supplied by mathematics or geography instructors.

## International and Interracial Relations — 129

Benedict, Ruth. "Racism Is Vulnerable." XXXV (June 1946), 299-303.

A sociologist traces the origin of racism and its manifestations in the last hundred years; urges teaching truly human values, seeing people as individuals.

Domincovich, Harry A. "The Teacher in the Perspective of Peace." XXXIII (Nov. 1944), 480-485.

Individual teacher responsibility, and organizations cooperating toward international rehabilitation. Bibliography.

Eaton, Harold T. "A Unit on Prejudice." XXXVI (Feb. 1947), 97-98. (RT)

An outline of a unit on prejudice: characteristics, kinds, causes, and cure.

Frank, Robert. "Hiroshima: Moral or Military?" XXXVI (Apr. 1947), 183-188.

A unit of study on the atom bomb.

Hanlon, Helen J., and Dimond, Stanley. "What the Schools Can Do in Intercultural Education." XXXIV (Jan. 1945), 32-38.

Discusses problems, especially racial, that confront the teacher and suggests projects by which teachers meet this responsibility.

Henry, George H. "Our Best English Unit." XXXVI (Sept. 1947), 356-362.

Helpful suggestions to teachers on working with panel groups. Includes example of a panel discussion of racial prejudices.

Niswender, Dana W. "Divided We Fall." XXXVI (June 1947), 307-309.

Lists novels, movies, and magazine literature which use teaching materials that do not avoid racial issues, but rather induce a feeling of the brotherhood of man.

Osborne, Ruth Farnham. "Capitalizing on a Situation." XXXVI (Oct. 1947), 423-427.

Presence of two Estonians led to a unit on Estonia. The unit approach is applicable to other countries.

Papashvily, Helen. "The Treasures." XXXV (June 1946), 294-297.

Recounts childhood experience with "foreigners" in school.

Reich, Morris. "And No One Asked: A Choral." XXXIV (Oct. 1945), 450-453. (RT)

A choral on racial prejudice, with reference to Bible verses which condemn prejudice.

Tunis, John R. "What Can an American Believe?" XL (Feb. 1951), 90-93.

Americans can believe in the future by making the children of today really think, so that wars—which are made in the minds of men—may no longer plague the world.

Van Vliet, Florence L. "How Shall the Twain Meet?" XLII (Mar. 1953), 150-153.

Pamphlets, magazines, newspapers, radio and TV reports are used by students to become better acquainted with India, China, Japan, and Russia. Includes titles of suggested reading material and available films.

Wagner, Jane S. "English in Argentina." XXXIX (June 1950), 328-331.

North American describes experiences teaching English to an international group in Buenos Aires school.

Wood, William R. "Philippine Schools Need Our Help." XXXVI (Oct. 1947), 428. (RT)
Suggests teachers stimulate interest in sending materials to the Philippines to help restore schools destroyed during war.

Youman, Elizabeth Risinger. "English for the Business Career Woman." XXXIII (June 1944), 323-324. (RT)
A project in which high school students considered what the business woman should know.

See also Citizenship.

## Interview — 130

Grover, Louise R. "The Interview Helps the Student." XXXVII (Feb. 1948), 85-88.
The value of the interview as teaching device and nineteen numbered assignments suitable for student interviewing.

Leek, David C. "Why Not Use Interviews?" XLIV (Oct. 1955), 413-414.
Student interview as solution to the problem of quick acquaintance at the beginning of the semester.

## James, Henry — 131

Wagenknecht, Edward. "Our Contemporary Henry James." XXXVII (Dec. 1948), 507-516.
An examination of James's novels as works of art. If James is not "the greatest novelist who ever wrote the English language," he is certainly "the greatest artist who ever became a novelist."

## Jeffers, Robinson — 132

Jorgensen, Virginia E. "Hearing the Night-Herons: A Lesson on Jeffers' 'Hurt Hawks'." LI (Sept. 1962), 440-442. (MPC)
Proposes that events in the poem be related to experience, be discussed for structure and for philosophical value, and appreciated as the "imprint of a major American poet."

## Johnson, James Weldon — 133

Miller, Lois. "And God Said, 'That's Good'." LII (Nov. 1963), 643-646. (MPC)
Offers detailed class procedure for studying James Weldon Johnson's "The Creation."

## Journalism — General and School — 134

Barns, Ruth M. "Editors as Teachers." XXXVIII (June 1949), 352. (RT)
Staff of school paper as committee to serve as critics in the *Scholastic* regional writing contest.

Boyle, Regis Louise. "Devising a Journalism Curriculum." XXXVI (Apr. 1947), 188-191.
Outlines the content for two semesters of journalism.

Boyles, Mary L. "They Founded a City." XLII (Jan. 1953), 35-36. (RT)
Interest and vitality injected in journalism class via a fictional, class-created Clear Creek and its *Crier*.

Carter, Joseph C. "Features Make the School Newspaper." XXXVI (Sept. 1947), 353-356.
Helpful suggestions for conducting the school newspaper with special attention to the significance of the feature or inquiry-reporter type article.

Christine, Sister Mary Ann, B.V.M. "An Apology for Journalism." LII (Dec. 1963), 682-692.
A detailed, informative account of a six years experiment in requiring eleventh grade college-preparatory students to take a journalism course. The division of time, unit, method and objectives are outlines. Charts showing a "pattern of progress" are supplied, and the corresponding improvement in language skills is noted.

Davis, Eleanor A. "No Prerequisites for Journalism." XXXVII (Dec. 1948), 548. (RT)
Discusses the values of a journalism course for students of varying abilities.

Golden, Ruth. "Green about Yearbooks?" XLII (Nov. 1953), 449-456.

The problems confronting an inexperienced teacher given the responsibility of publishing a school yearbook, the manner in which the problems were resolved, and pertinent suggestions to other teachers with a similar responsibility.

Gray, Ansel. "A Broader Approach to Journalism." XLIII (Nov. 1954), 439-441.
A proposal to weld the critical reading of newspapers into the journalism course as a means of stimulating interest. Lists 10 specific objectives of such a program.

Gregory, Margaret, and McLaughlin, W. J. "Teaching the Newspaper in Junior High Schools." XL (Jan. 1951), 23-28.
Trip to local newspaper and subsequent teaching and discussion result in more intelligent reading of the daily news.

Griffin, Philip F. "The Correlation of English and Journalism." XXXVIII (Apr. 1949), 189-194.
A journalist lists four danger areas in teaching students to write for journals. Correction should come from English teacher who provides discipline to thought and language.

Guild, Florence. "The *Shortridge Daily Echo* Celebrates Its Fiftieth Anniversary." XXXVII (June 1948), 316-318. (RT)
The author describes a unique publication —the daily newspaper of Shortridge High School, Indianapolis, Indiana.

Hainfeld, Harold. "Reporting Events from Television." XLII (Oct. 1953), 395. (RT)
Suggests student reporting for school journalism such items as U. N. meetings, political conventions and campaigns, and sporting events.

Hollander, Sophie Smith. "A Project That Brought Literature to Life." XXXVIII (Oct. 1949), 453-456.
The study of Beowulf, Chaucer, Shakespeare, and Milton via newspaper headline and reporter story.

Horn, Gunnar. "A School News Bureau." XXXIII (Mar. 1944), 155-156. (RT)
A plan for providing school news for the daily newspaper.

Keavy, Hubbard. "The Simpler Sentence: Key to Better News Writing." XLVIII (Nov. 1959), 462-465.
The AP Press Writing Chairman examines news readability, finding such roadblocks as defective sentence structure, wordiness, obscurity, and long opening sentences.

Lane, Mary. "My Summer with the Sunday Magazine." XLIV (Oct. 1955), 411-412.
Humility in teaching composition: result of an interesting summer job.

Levinson, David. "Reporting Speeches: A Writing Unit." XLIX (Oct. 1960), 477-480.
A journalism teaching unit on reporting speeches; includes a study of leads, the first assignment, rules for pupils.

McAndless, M. Thelma. "Guiding the Citizenship Program through Student Publications." XXXV (May 1946), 241-247.
Suggests areas of responsibility for the postwar school paper, such as voting drives and auto safety.

Mendelson, Herman I. "The Case for the Class Publication." XLIII (Oct. 1954), 377-379. (RT)
A teaching experience in which the class newspaper becomes an effective tool of English and at the same time contributes immeasurably to morale and confidence of the group.

Neumeier, Edward J. "Do Yearbooks Belong in the Instructional Program?" L (Mar. 1961), 199-201. (ST)
Suggests that yearbook should be product of four specific areas of curriculum, thus establishing it as an integral part of the instructional program.

Pullman, Hazel K. "Planning and Publishing the School Paper to Meet Postwar Conditions." XXXV (Apr. 1946), 194-198.
Suggests that school papers address themselves to significant issues in students' lives.

Ruth, Mary A. "Two Devices Applied to *Macbeth*." XXXVII (Jan. 1948), 46. (RT)
Presents a student's response to the assignment of writing the story of *Macbeth* as a modern newspaper might carry it.

Schlakman, Solomon. "Examining Journalistic Ethics." XXXVII (Dec. 1948), 533-536.
Many-pronged effort to make journalism students more critical, more justly informed, and more intelligent readers.

Smyth, Patricia A. "The High School Newspaper." XXXIV (June 1945), 334-337.

Suggestions on how to run a high school newspaper efficiently via beat system, assignment sheet, future book, straight news, editorial, society, and sports pages.

Tallman, Marion L. "A Newspaper and an Annual—On a Budget." XLII (Sept. 1953), 321-323.

Discusses experience of resuming the publication of a school paper and an annual, lists expenses and profits of these publications, and furnishes suggestions for other teachers faced with similar problems.

Toff, Ira N. "Offset for Your School Publication." XXXIV (June 1945), 341-342. (RT)

Discusses the method of photo-offset process, in which the finished work is literally a photographic copy of the original.

Warren, James E., Jr. "The 'Brown Book': An Outlet for Real Writing." XLII (Jan. 1953), 11-15.

The class magazine as encouragement to creative writing.

Watts, Marjorie S. "Two Composition Projects." XXXIII (June 1944), 305-312.

Examples of student contributions to a school newspaper column which evolved from class interest in social conduct.

## Junior Book Roundup — 135

Carlsen, G. Robert. "Junior Book Roundup." XLIX (Apr. 1960), 279-284.

An annotated list of approximately 100 books selected by student reaction and the compiler as being the most exciting additions to adolescent literature in 1959.

Kegler, Stanley B., and Dunning, Stephen. "Junior Book Roundup." L (May 1961), 369-374.

Brief explanatory essay entitled "Literature for the Adolescent: 1960," followed by an annotated list of about 30 books from the year's stockpile.

__________. "Junior Book Roundup." L (Dec. 1961), 645-651.

Introductory essay entitled "A Book Reviewer in Action" and about 35 annotated reviews of recent books for adolescents.

__________. "Junior Book Roundup." LI (May 1962), 368-373.

Suggestions anent teacher acquaintance with junior books—with illustrative form, followed by 30 brief reviews: nonfiction and fiction.

__________. "Junior Book Roundup." LI (Dec. 1962), 667-672.

Fiction and nonfiction reviews preceded by essay entitled "A Minority Report on Censorship."

__________. "Junior Book Roundup." LII (May 1963), 398-405.

Mrs. Anne Emery interviewed under the caption "Conversation with a Writer"; continuation of the series on recent books for adolescents.

__________. "Junior Book Roundup." LII (Dec. 1963), 720-723.

No prefatory article, but a more extensive list of books for adolescents.

__________. "Junior Book Roundup." LIII (May 1964), 391-397.

An annotated list of recent books for adolescents.

## Keyes, Frances Parkinson — 136

Kirkus, Virginia. "Value of the Best Seller: An Appraisal of Frances Parkinson Keyes." XL (June 1951), 303-307.

Brief reviews of Mrs. Keyes' work to the date of the article.

## Keyes, Sidney — 137

Miller, Lois T. "A Single Coggling Eye: An Analysis of Sidney Keyes' 'Greenwich Observatory'." LI (Jan. 1962), 62-63. (MPC)

An explication which looks carefully at the imagery of the poem. It also draws comparison with Keats' "Ode on a Grecian Urn."

## King Arthur — 138

Friedman, Eleanor K. "Studying King Arthur in the Eighth Grade." LI (Mar. 1962), 200-203. (ST)

Outlines study plans for Arthurian material—book assignments and student compositions.

## Koestler, Arthur — 139

Fioranvanti, Joseph A. "*Darkness at Noon* for Juniors." L (Sept. 1961), 416-417. (ST)

The idolatry of the state and the mass enslavement of the mind for thematic approach with advanced track students, along with extensive and intensive reading.

Redman, Ben Ray. "Arthur Koestler: Radical's Progress." XL (Dec. 1951), 541-546.

Presents Koestler as a fascinating figure personally, an able reporter, a vigorous pamphleteer, a brilliantly versatile social thinker, and a novelist worthy of serious attention.

## Lagerkvist, Pär — 140

Benson, Adolph B. "Pär Lagerkvist: Nobel Laureate." XLI (May 1952), 231-238.

Examination of the career and novels of the Nobel Prize author: "uncommon artist, humanist, symbolist, searcher, and thinker."

## Lardner, Ring — 141

Kasten, Margaret Cotton. "The Satire of Ring Lardner." XXXVI (Apr. 1947), 192-195.

Examines the appeal of Ring Lardner to the casual and the keenly critical, analytical reader. Includes an analysis of Lardner's writings.

## Latin America — 142

Leach, Muriel. "Report on the English Language Teaching Program for the Other Americas, 1942-43." XXXIII (Feb. 1944), 72-76.

Examples of the interest in English as a second language in Haiti, Brazil, the Dominican Republic, and other locations in Latin America.

Osborne, Robert E. "May We Come In?" XL (June 1951), 341-342. (RT)

Pleads for readers of Spanish authors, some of whom have received the much coveted Nobel Prize.

Pickard, Bernice, and Walls, Rosalind. "All of Us Are Americans." XXXIII (Apr. 1944), 177-179.

A six weeks language arts unit based on Latin America.

## Lawrence, Josephine — 143

Guilfoil, Kelsey. "Josephine Lawrence: The Voice of the People." XXXVIII (Sept. 1949), 365-370.

Discusses characteristics of Miss Lawrence's novels. Notes that they speak to contemporaries, especially young people newly meeting personal problems.

## Lay Readers — 144

Burke, Virginia M. "A Candid Opinion on Lay Readers." L (Apr. 1961), 258-264.

Summarizes a sectional study, carried on through interviews and questionnaires, of lay readers. Includes screening, compensation, teacher-reader relationship, and duties of readers.

Ford, Paul M. "Lay Readers in the High School Composition Program: Some Statistics." L (Nov. 1961), 522-528.

Presents evidence favorable to use of lay readers as a provisionary measure until teacher loads can be reduced. Discusses teacher response, student-parent response, and concludes that effectiveness of program increases with time and sufficient supervision.

Kolker, Harriette Buckner. "Some Answers to Some Questions on the Lay Reader Program." LII (Jan. 1963), 51-54. (ST)

Lay reader defends position in answer to criticism.

Krueger, Paul H. "Some Questions on the Lay Reader Program." L (Nov. 1961), 529-533.

Considers thoughtfully the professional implications of delegating an important responsibility of English teachers to lay personnel. Discusses effect of program on pupils, teachers, administrators, and NCTE. Lists five questions which must be answered before accepting and adopting the lay reader program.

## Lee, Harper — 145

Schuster, Edgar H. "Discovering Theme and Structure in the Novel." LII (Oct. 1963), 506-511.

The class was familiar with the plot of Harper Lee's *To Kill a Mockingbird*, but was led to see its theme and how the plot was built.

## Letters and Letter Writing — 146

Barker, Alma and Chambers, Helen L. "International Correspondence via the Junior Red Cross." XL (May 1951), 278-281. (RT)
Two unrelated accounts of teachers who successfully used their own experiences to motivate students to correspond with girls and boys in Finland and Japan.

Bohn, Donald E. "Thank You, Thank You!" XLIV (Nov. 1955), 476-477. (ST)
A unique way of motivating students to write thank-you notes.

Cunningham, Adelaide L. "Corresponding with British Children." XXXI (Dec. 1945), 560-562. (RT)
Theme topics and other developments from a Pen-Friends Club.

Davies, Daniel R. "Six Hundred Letters a Month!" XXXIII (Jan. 1944), 42-43.
A project to keep in touch with alumni in the Armed Services.

Forsyth, Louise B. "We Correspond with the World." XLVI (Dec. 1957), 556-558.
Through the International School Correspondence Program of Junior Red Cross, a junior high class makes written composition come to life in albums they send to other countries.

Goy, Naidene. "Pen Pals in Foreign Lands." XXXVII (June 1948), 320-321. (RT)
Discusses the values for sophomore students of correspondence with students in foreign countries.

Greene, Jay E. "'A Slow English Class,' Investigates Community Living." XL (June 1951), 339-341. (RT)
Letter writing and responses after slum neighborhood tour.

Hennings, Alice B. "What Every Teacher Knows." XLIII (May 1954), 253-256.
Letters from former students to show that the "true teacher, even in giving technical instruction, strives not merely to make a workman, but to make a man."

Irwin, Claire C. and Irwin, James R. "A 'New Look' at Letter Writing." XXXVIII (Feb. 1949), 97-99. (RT)
Suggestions for making the business letter unit in senior high school more stimulating and relevant.

Kell, Dorothy M. "Seventh Graders Learn about Pronouns." XXXIX (Dec. 1950), 553-556.
Heterogeneous class taught "correct" pronoun forms so as to be understood by correspondents who had learned "perfectly correct" English in German schools.

Kellogg, Orrie B. "Please Answer My Letter." XLII (Sept. 1953), 331. (RT)
Unusual unit in letter writing outlined; evolved from the teacher's giving class members a mimeographed one-page personal letter, and requesting that each student reply by writing a return letter.

Leach, Betty Frye. "Assignment–Social Letters." XLVIII (Sept. 1959), 336-337. (ST)
Students express themselves on imaginary social situations requiring communication by letter.

Lycan, Eva Hanks. "Let's Get Acquainted." XXXVI (Dec. 1947), 535-536. (RT)
List of questions suggested as stimulus for students' "letter of introduction" to the English teacher.

Mauk, Grant. "Today We Write a Letter." XLIII (Nov. 1954), 452-454. (RT)
Describes a technique which uses letter writing as a means of teaching applied formal as well as functional grammar.

Mount, Sarah. "Failure and Success." XXXVII (May 1948), 258-259. (RT)
A project for writing both business and friendly letters in ninth grade English classes.

Neumayer, Engelbert J. "Communication with a Purpose." XL (Oct. 1951), 448-450. (RT)
Tenth grade students are divided into teams and are given the responsibility of writing letters worthy of being mailed in connection with class trips.

Pedigo, Louise. "A Letter Writing Unit in the Seventh Grade." XXXIII (Sept. 1944), 377-380.
Motivation for writing letters through a hobby of collecting postmarks.

Stevens, Elizabeth Cole. "Active Democracy." XXXVI (Jan. 1947), 39-41. (RT)
Democratic principles taught via letters to public servants.

Storm, Eugene M. "Genuine Eighth Grade Letters: An Idea That Clicked." XXXIV (Oct. 1945), 449-450. (RT)
Letters of appreciation to parents as an aspect of motivation in an eighth grade class.

Strangward, Ethel P. "Talking by Mail." XLIV (Dec. 1955), 525-527.
Variations in letter formalities, several levels of English usage, and differences in understanding and interpreting messages provided by letters to famous people and their answers.

Sullivan, Sister Bede, O.S.B. "*Silas Marner* Letters." XLII (Nov. 1953), 463-464. (RT)
Cites passages from the novel which lend themselves readily to the writing of letters, and offers several unedited samples of letters written by students.

Treanor, John H. "The Significance of the Address in Letter Writing." XXXVIII (May 1949), 285-286. (RT)
Suggests history of postal delivery and methods of address to add interest in study of the letter.

Walsh, Marian M. "Invitation to Letters." XLIII (Jan. 1954), 27-30, 40.
Description of ways to teach a unit on letter writing.

Weaver, Dorothy. "Dear Unknown Friend." XXXVIII (June 1949), 318-322.
Writing to postwar German "friends."

Whitfield, Ruth M. "The Therapeutic Value of Letter Writing." XXXIII (Nov. 1944), 489-491.
Letter writing as an outlet for resentment and emotional tension in a sophomore class of repeaters.

Wiebler, Father William F. "Gimme a Gimmick." XLIX (May 1960), 343-344. (ST)
Integral section describes interesting interchange of letters.

## Lewis, Sinclair — 147

Beck, Warren. "How Good Is Sinclair Lewis?" XXXVII (Jan. 1948), 1-8.
Sinclair Lewis is identified as caricaturist rather than artist. It is suggested that his work is not well done and that it did not get better as Lewis matured.

Brune, Ruth E. "Sinclair Lewis." XLIV (Nov. 1955), 477-478. (ST)
An interesting account of Sinclair Lewis's visit to a northern Minnesota town.

Oldham, Janet. "*Dr. Zhivago* and *Babbitt*." XLVIII (May 1959), 242-246.
Comparison of the two novels reveals similar denunciation of social conformity, but differing views on human beings, nature, respect for home life, and philosophy.

## Library and Librarians — 148

Babb, Lloyd W. "Guidance in Recreational Reading." XLI (Apr. 1952), 201-204.
Indicates ways in which the high school librarian can guide student choices; names 35 favorite titles for recreational reading.

Baker, Mary, and Tindall, Hiram. "The Neglected Periodical." XLVIII (Apr. 1959), 223-224. (ST)
Description of a period spent in fostering acquaintance with the periodicals in a school library. An able librarian and some well-prepared worksheets helped.

Blank, Myrtle. "The English Class and the Library." XXXIX (Nov. 1950), 520-522. (RT)
Describes several techniques for using the school library as enrichment resource for English class.

Bulman, Learned T. "Biographies for Teenagers." XLVII (Nov. 1958), 487-494.
Practical aid and suggestions by librarian for busy teachers concerning biographies for adolescents.

Christ, Henry I. "The School Library in the Space Age." XLIX (Oct. 1960), 469-472.
Reviews ALA's *Standards for School Library Programs;* urges English teachers to support proposed programs.

Heller, Frieda M. "The Librarian Guides Reading." XLI (May 1952), 262-264. (RT)
Librarians can create reading atmosphere by attractive displays, by calling attention to old and new titles, and by compiling lists to whet reader appetite.

Hybels, Robert J. "Vitalizing a High School Library." XL (Oct. 1951), 440-445.

Various promotion methods to help renovate a library for school and teacher need.

Lee, Harriet E. "Let's Have a Room Library." XXXIII (Jan. 1944), 45-46. (RT)

The value of the room library in stimulating and increasing library attendance.

Mauk, Grant. "Let's Do It More Often." XLIII (Apr. 1954), 199-200. (RT)

Describes project in which high school students were constructively involved in the purchase of school library books.

Payne, Doris Brual. "Faculty Day in the Library." XXXIII (June 1944), 324-325. (RT)

A plan for getting teachers to see new material in a school library.

## Lin Yutang — 149

Chan Wing-Tsit. "Lin Yutang, Critic and Interpreter." XXXVI (Jan. 1947), 1-7.

A critical presentation of Lin Yutang and his books. Discusses his overemphasis of Taoism at times and his stress of the synthesis of Confucianism and Taoism as his interpretation of the abiding aspects of Chinese life.

## Linguistics — 150

Allen, Harold B. "The Linguistic Atlases: Our New Resource." XLV (Apr. 1956), 188-194.

Discusses pronunciation, grammar and idiom, and revision of statements on usage in the light of the facts becoming accessible from the projects designated collectively as the Linguistic Atlas of the United States and Canada.

Anderson, Wallace L. "Structural Linguistics: Some Implications and Applications," XLVI (Oct. 1957), 410-418.

Language is described accurately and realistically. Levels of correct usage have supplemented the single correct form. Teaching structural grammar is displacing the traditional approach. Inotonation patterns help in learning punctuation. Pupils see relationship between speech and writing.

Baker, William D. "The Natural Method of Language Teaching." XLVII (Apr. 1958), 212-217.

Invokes plague on houses of both structural linguist and traditional grammarian.

Burnham, Josephine M. "The Matrix of English." XXXVIII (May 1949), 265-271.

Gives a series of exercises in etymology to demonstrate the matrix of English in Anglo-Saxon.

Chatman, Seymour. "Reading Literature as Problem-Solving." LII (May 1963), 346-352.

Three reading mechanisms—grammatical, lexical, and interpretative analysis—for which problem-solving talent is useful and whereby the requisite linguistic skill is attained.

Corbin, Richard. "Grammar and Usage: Progress but Not Millennium." XLIX (Nov. 1960), 548-555.

A topical heading of the article in *Structural Linguistics.*

Dykema, Karl W. "An Example of Prescriptive Linguistics Change: 'Don't' to 'Doesn't'." XXXVI (Sept. 1947), 370-376.

Cites numerous examples to show that the status for the construction today is approximately the reverse of what it was a century ago.

Frease, Forrest W. "A Note on 'New Help for an Old Task'." XLII (Feb. 1953), 93-94. (RT)

An objection to the article in the Sept. 1952 issue where teachers voiced opinions on the first volume of *The English Language Arts,* with particular discussion on chapter entitled "A Modern View of Grammar and Linguistics."

Geist, Robert J. "Anything Goes." XL (May 1951), 283-284. (CEF)

As linguists state their objections to pedantry, they should try to avoid overstatements that invite counterobjections.

Hybels, Robert. "Translating American English." XLIII (Apr. 1954), 197-198. (RT)

A critical review of G. V. Carey's *American into English,* "a handbook for professional translators of written American English into British English," and a plea to recognize that similarities far outweigh the differences.

## *LINGUISTICS — 150*

Lamberts, J. J. "Basic Concepts for Teaching from Structural Linguistics." XLIX (Mar. 1960), 172-176.

Concepts discussed are four: language is an aspect of behavior; it may be objectively studied; order in the examination of language is possible; and each language has its own system or structure.

Lloyd, Donald J. "The Main Drift of the English Language." XXXVIII (Oct. 1949), 438-444.

Concerned with the "broad, frontal advance of language which is the aggregate of minute and subtle changes continually" in sound, meaning, and syntax.

Long, Ralph B. "Words, Meanings, Literacy, and Grammar." XLVII (Apr. 1958), 195-199.

A defense of "traditionalist" grammar and consequently may be considered as an attack on the "new linguists." English should be built around the word and the sentence, around meaning and the written language.

Roberts, Paul. "Linguistics and the Teaching of Composition." LII (May 1963), 331-335.

The knowledge of the structure of the English language—grammar in progressive refinement—is increasing rapidly and becoming available to teachers as subject in humanistic study of the language; such study, however, "is not to be expected" in an era of mass education to "effect any enormous improvement in writing."

Sledd, James. "Grammar or Gramarye?" XLIX (May 1960), 293-303.

States the position of the structural linguist on the purpose of the teaching of grammar.

Smith, Henry Lee, Jr. "The Teacher and the World of English." XLVII (Apr. 1958), 181-188.

A knowledge of linguistic structure is basis of successful English teaching. Explains some basic tenets and methods of analysis. Difference in spoken and written English. Phonology.

Stageberg, Norman C. "Some Structural Ambiguities." XLVII (Nov. 1958), 479-486.

Practical application of structural patterns by identifying twenty situations which cause ambiguity in student writing.

Steele, Sister Mary Christopher, R.S.M. "My Own—My Native Tongue." LII (Feb. 1963), 112-114.

Dialects, particularly as seen in "local color" stories, provide a way of introducing language study.

Williams, Robert D. "Linguistics and Grammar." XLVIII (Oct. 1959), 388-392.

Pleads the case of linguistics as a pure science to be taught by a tolerant teacher willing to accept such basic linguistic principles as the primacy of the spoken language.

Zais, Robert S. "The Linguistic Characteristics of Punctuation Symbols and the Teaching of Punctuation Skills." LII (Dec. 1963), 677-681.

Tentative answer as to whether "linguistic characteristics" of punctuation symbols help to teach students to punctuate correctly.

## Listening — 151

Adams, Harlan M. "Learning to Be Discriminating Listeners." XXXVI (Jan. 1947), 11-15. (ST)

Lists four characteristics of good listening: purposefulness, accuracy, a critical attitude, responsiveness. Presents several helpful suggestions for listening lessons and supports points with reliable research.

Anderson, Borghild F. "Are Good Radio Listeners Made?" XXXVIII (Sept. 1949), 391-394.

Gives an account of one teacher's efforts to promote better selection of radio programs.

Bloom, Anna K. "Taught, Not Caught." XLIII (Oct. 1954), 367-370.

Procedure for developing listening techniques through the use of radio and television.

Brown, Don. "Teaching Aural English." XXXIX (Mar. 1950), 128-136.

Secondary school attempt to develop a course of training for the "auditory language faculty," for teaching the "gross process of listening to, recognizing, and interpreting spoken symbols."

Dias, Earl J. "Three Levels of Listening." XXXVI (May 1947), 252-254. (ST)

A method of developing one type of listening skill defined in three stages: listening in class to student statements, listening to more difficult passages–teacher or student read, listening to recommended broadcasts.

Dixon, Dorothy. "Recordings Will Help." XLV (Sept. 1956), 341-344.
Includes description of experimental unit to improve skills in the four kinds of "auditing."

Duker, Sam. "Basics in Critical Listening." LI (Nov. 1962), 565-567.
Identifies the basic techniques in the effort to teach effective listening.

Elliff, Gertrude. "Direct Approach to the Study of Listening." XLVI (Jan. 1957), 20-27.
Concrete suggestions on procedure and evaluation of a high school unit on teaching listening to a speech and drama class.

Frazier, Alexander. "Making the Most of Speaking and Listening." XLVI (Sept. 1957), 330-338, 365.
Emphasis on listening as part of the whole language education process is illustrated by principles covering specific activities of junior and senior high school classes.

Freeman, Bernice. "Listening Experiences in the Language Arts." XXXVIII (Dec. 1949), 572-576.
A report of introductory experience in testing and improving listening capacities, its problems, and the necessity of experimentation in the area.

Gruber, Frederick C. "Out-of-School Radio-listening Habits of High School Students." XXXIX (June 1950), 325-327.
Results of survey of radio-listening habits of 349 "cross-sectioned" high school students in the Philadelphia area by the Pennsylvania University class in "Radio in Education."

Hadley, Edyth W. "Techniques in Teaching High School Students to Listen." XL (Sept. 1951), 369-372.
Develops the idea that teaching the art of listening involves three steps: the period of preparation, the act of listening proper, and student response.

Hatfield, W. Wilbur. "Parallels in Teaching Students to Listen and to Read." XXXV (Dec. 1946), 553-558.
Discusses the "partially parallel skills" of reading and listening at several levels of concentration and indicates various types of listening.

Hood, Leon C. "Canadian Broadcasting." XL (June 1951), 329-332.
Discusses the effort in Canada "to reconcile the conflict between the understandable commercial desires of business and the cultural objectives that the public has a right to expect from broadcasting." Brief bibliography.

Kegler, Stanley B. "Techniques in Teaching Listening for Main Ideas." XLV (Jan. 1956), 30-32.
Suggested are: listening logs, language signals, main idea analysis, prediction of main idea, preparing outlines of proposed speeches.

Leska, Thelma G. "Making the Class an Audience." XXXVI (May 1947), 263. (RT)
Proposes the use of book reports as an audience situation.

Mersand, Joseph. "Why Teach Listening?" XL (May 1951), 260-265.
The art of living with dignity has always been identified with the art of gracious listening; the article is replete with information, suggestions, and procedures on its topic.

Moore, Eva A. "Listening Is a Skill." XLII (Oct. 1953), 378-381, 390.
Notes the different types of listening, purposes for listening, and skills whereby purposes may be achieved.

Peavey, Blanche E. "English in Terminal Secondary Education: Critical Reading and Listening." XLIII (Dec. 1954), 506-512.
Several columns devoted to "listening to broadcasts."

Phillips, Frances. "A Unit on Directions." XL (Jan. 1951), 40-41. (RT)
Student teacher thinks up a variety of exercises to improve listening habits of an eighth grade class which was wasting much time asking the teacher to repeat directions.

Stratton, Ollie. "Techniques for Literate Listening." XXXVII (Dec. 1948), 542-544.

Enumeration of techniques for effective listening and instances of their application in the classroom.

Stromer, Walter F. "Listening-How?" XLI (June 1952), 318-319. (RT)

Report of a University of Denver experiment with a "remedial listening laboratory in connection with the basic communication program."

Teer, Margarete. "Building Sentence Patterns by Ear." XXXVIII (Apr. 1949), 197-200.

Argues from experience that proper sentence structure and clear expression are facilitated through listening situations.

Willson, C. E., and Frazier, Alexander. "Learning through Listening – To Each Other." XXXIX (Sept. 1950), 367-373.

Situations to capitalize upon: young persons learn from each other by ear in such areas, for instance, as vocational orientation, responsible behavior, moral and ethical values.

## Literary Awards — 152

Ciardi, John. "Poets and Prizes." XXXIX (Dec. 1950), 545-552.

Draws distinctions between four national poetry prizes (especially Pulitzer and Bollingen); then launches into critiques of Wallace Stevens, William Carlos Williams, Peter Viereck and Gwendolyn Brooks as examples of award "line" from left to right.

Engle, Paul. "Five Years of Pulitzer Poets." XXXVIII (Feb. 1949), 59-66.

An analysis of the then recent Pulitzer Prize poets; discusses the prize-winning book of each author.

## Literary Criticism — Best Sellers — 153

Herzberg, Max J. "1946, Year of Doubt." XXXVI (Mar. 1947), 109-115.

A critique of best selling books of 1946, together with a comparison of other years' best sellers.

Hennings, Alice B. "Good Books Never Die." XXXVI (Apr. 1947), 173-178.

A unit comparing current best sellers with recommended literature: *Keys of the Kingdom* vs. *Scarlet Letter.*

Kirkus, Virginia. "The Value of the Best Seller: An Appraisal of Frances Parkinson Keyes." XL (June 1951), 303-307.

Makes it plain that "best sellers," in the majority, measure well above average not only in readability, but also in touching upon universal needs and desires and understandings. The thesis is illustrated by reviews of Mrs. Keyes's novels.

Smith, Harrison. "Twenty-Five Years of Best Sellers." XXXIII (Oct. 1944), 401-408.

An analysis based upon three hundred novels that have been popular, concluding that America's cultural level and cultural aspirations have steadily risen.

Tindall, William York. "The Sociological Best Seller." XXXVI (Nov. 1947), 447-454.

Critique of current best sellers, as for instance, *Gentleman's Agreement, Kingsblood Royal,* and *Strange Fruit.* Concludes that alcoholism and racial prejudice have current market value.

Woodall, Allen E. "The Fable of Greatness." XXXVI (Oct. 1947), 430-431. (RT)

Points out the dangers of accepting opinions of others as to what constitutes "greatness" in literature.

## Literary Criticism — Drama — 154

Clark, Barrett H. "Lillian Hellman." XXXIII (Dec. 1944), 519-525.

An analysis of the artistry, philosophy, and idealism of five plays: *The Children's Hour, Days to Come, The Little Foxes, Watch on the Rhine,* and *The Searching Wind.*

Green, Paul. "Symphonic Drama." XXXVIII (Apr. 1949), 177-183.

Definition of this new genre and something of the author's experience with it.

McAnany, Emile G., S.J. "Theater without a Stage: An Educational Experiment." L (Nov. 1961), 551-554.

Critical appreciation of the drama developed by involving students directly in reading related plays, and by discussion which enabled them to think, judge, and interpret.

## Literary Criticism — Fiction — 155

Dunning, A. Stephen. "Toward Maturity in

Judging Fiction: An Approach to Schaefer's *Shane*." XLIX (Jan. 1960), 22-26.

Report of a slow group's study of *Shane* by means of a study sheet dealing with structural aspects, unfamiliar words, inferential reading, characterization, and informal discussion.

Farrell, James T. "Social Themes in American Realism." XXXV (June 1946), 309-315.

Concerned chiefly with literature's veering from earlier themes to realistic treatment in such areas as "bottom dog" dignity and frustration, disillusionments among the monied and leisured, and the introduction of the plebeian classes in terms of positive value.

Frederick, John T. "Fiction of the Second World War." XLIV (Nov. 1955), 451-458.

Twenty books which deal primarily with the experience of men and women in the Armed Services during the war, both in boot camp and in battle.

Harkness, Bruce. "The Lucky Crowd—Contemporary British Fiction." XLVII (Oct. 1958), 387-397.

An analysis of the characteristics and defects of recent British novels and of contemporary British novelists. Discusses Kingsley Amis in particular.

Hassam, Ihab. "The Character of Postwar Fiction in America." LI (Jan. 1962), 1-8.

An excellent insight into the nature and character of recent American fiction. It is especially helpful for comments on a large number of authors and types of fiction.

Hicks, Granville. "American Fiction since the War." XXXVII (June 1948), 271-277.

A comparison of post-World War I literature with that following World War II to 1948.

————————. "Our Novelists' Shifting Reputations." XL (Jan. 1951), 1-7.

A 1951 look at a 1941 appraisal of "American Fiction 1920-1940" indicates that the social realism of the twenties and thirties was deficient and that man's contemporary ordeal is dictating new approaches to the novelists for studies of the human condition.

Jarrett, Thomas D. "Recent Fiction by Negroes." XLIII (Nov. 1954), 419-425.

Informative and judicial discussion of Negro fiction; credits Richard Wright for beginning a new kind of racial fiction, and recognizes among others Frank Yerby and Willard Motley as nonracial writers. Refers specifically to novels and authors who have appeared since the late 1930's.

Kohler, Dayton. "Time in the Modern Novel." XXXVII (Sept. 1948), 331-340.

A discussion of the techniques which novelists have used to make time something other than a simple record of passing events. Although the novelist cannot ignore the passage of time he can create the illusion of time under control.

Pease, Howard. "How to Read Fiction." XLI (Apr. 1952), 186-194.

Specifics include: find the theme and express it in reader's own words, look for and interpret symbols, select and rate values —spiritual or material, make personal applications.

Stegner, Wallace. "The Anxious Generation." XXXVIII (Jan. 1949), 1-6.

Attempt to define the thinking and feeling of emergent young authors through such media as O. Henry collections, university press publications, and such individual novels as Tom Heggen's *Mister Roberts.*

## Literary Criticism — Multi-Author — 156

Alm, Richard. "The Glitter and the Gold." XLIV (Sept. 1955), 315-322; 350.

Discussion of writers such as Anne Emery, Betty Cavanna, H. Gregor Felsen, Maureen Daly, Mary Stolz, and others who write of teenage personal problems in a way that is credible both in character development and in situation.

Bluefarb, Sam. "The Sea—Mirror and Maker of Character in Fiction and Drama." XLVIII (Dec. 1959), 501-510.

Considers the sea stories of Conrad, O'Neill, Melville, Hemingway, and Wirt Williams as illustrations of such themes as escapism, the sea as antagonist, and the sea as a nostalgic force.

Cargill, Oscar. "Anatomist of Monsters." XXXVI (Oct. 1947), 391-398.

Discusses the current public interest in "disfigured and unfigurable souls of fictive monsters." Includes critique of several modern writers and their works: *All the King's Men, John Brown, The Making of a Martyr, Night Rider, At Heaven's Gate.*

____________. "Poetry since the Deluge." XLIII (Feb. 1954), 57-64.

Critically reviews poetry of selected contemporary American poets (Jarrell, Ciardi, Shapiro, Robert Lowell, and others) with reflections upon development of a "new classicism" to replace the "New Poetry" movement which ended with the outbreak of World War II.

Carpenter, Frederic I. "The Adolescent in American Fiction." XLVI (Sept. 1957), 313-319.

Examines the work of Jessamyn West, Carson McCullers, and J. D. Salinger and finds that the respective protagonists—Cress Delahanty, Mick Kelley, and Holden Caulfield—confront evil in a common hatred of hypocrisy and in a common search for integrity.

Cowley, Malcolm. "The Generation That Wasn't Lost." XXXIII (Feb. 1944), 57-63.

A discussion of six qualities in the writings of Hemingway, Dos Passos, Faulkner, and Wolfe: use of international background, technical expertness, lyricism, rebelliousness, disillusionment, and presenting passive characters.

Hicks, Granville. "Fiction and Social Criticism." XLI (Apr. 1952), 173-179.

Mentions many names in a resumé concerned with the condition of post-World War II social protest and revolt: Marquand, Cozzens, and among the younger writers: Mailer, Jones, Shaw.

Hunt, Kellog W. "*Lord Jim* and *The Return of the Native*: A Contrast." XLIX (Oct. 1960), 447-456.

Contends in the contrast that *Lord Jim* is more effective because one subject and one theme interpenetrates all aspects of the novel, while in *The Native* the "theme is over-laid upon the novel, like loose veneer."

Josephs, Lois. "One Approach to the Puritans." L (Mar. 1961), 183-187.

Describes a unit featuring critical study of *The Scarlet Letter* and *The Crucible* as means of captivating imagination and attention of eleventh graders and as springboard to contemporary American literature.

Litsey, David M. "Comparative Study of Novels." XLVIII (Mar. 1959), 149-151. (ST)

Class study of Steinbeck's *The Pearl* and Elston's *The Wyoming Bubble* contrasts the attention to detail, choice of diction and realism in a superior work with the lesser qualities of a poor novel.

Oldham, Janet. "*Dr. Zhivago* and *Babbitt*." XLVIII (May 1959), 242-246.

A comparison of the two novels reveals similar denunciation of social conformity but differing views on human beings, nature, respect for home life and philosophy. The writer sees both novelists attempting "to arouse their beloved countrymen to realize their potential."

Rottenberg, Annette T. "'Obviously Bad'" LII (Oct. 1963), 496-500.

Recounting of a unique experiment in judging a "bad serious novel" by the canons of Henry James. Taylor Caldwell's *Your Sins and Mine* was used to exemplify the badly written novel.

Tindall, William York. "Many-Leveled Fiction: Virginia Woolf to Ross Lockridge." XXXVII (Nov. 1948), 449-455.

Background, development, and complexity of the "many-leveled novel" treated by analysis of several books in this category.

Van Nostrand, Albert D. "After Marquand, the Deluge." XLVIII (Feb. 1959), 55-65.

This second of two articles on the American business novel deals with five widely read narratives by Cameron Hawley, Howard Swiggett, Sloan Wilson and George De-Mare. "The economic novel signalizes the present status and the present achievements of most of our national literature."

____________. "Fiction's Flagging Man of Commerce." XLVIII (Jan. 1959), 1-11.

Compares Howells' *The Rise of Silas Lapham* with Marquand's *Point of No Return.*

Wagenknecht, Edward. "Our Changing Literary Temper." XXXIV (May 1945), 235-242.

Discusses a variety of writers of fiction during the twenties and after—basic outlook and later changes.

Willard, Charles B. "Poets of Controversy for the High School Student." XL (Nov. 1951), 508-514.

Includes helpful critical references to T. S. Eliot, Archibald MacLeish, and especially Ezra Pound.

Wilson, John W. "Delta Revival." XXXVIII (Mar. 1949), 117-124.

Report of the literary revival, new flow of books from the South. Brief mention of numerous works and their relation to social and economic changes.

See also other subdivisions of Literary Criticism and Novels and Novelists.

## Literary Criticism — New Criticism — 157

Brumbaugh, Robert S. "Broad-and-Narrow Context Techniques of Literary Criticism." XXXVI (June 1947), 293-299. (ST)

Explains and distinguishes the approaches of two extremes of criticism . . . the "narrow context" and the "broad context." Indicates their merits and usefulness as teaching techniques of literature.

Daiches, David. "The New Criticism: Some Qualifications." XXXIX (Feb. 1950), 64-72.

The work itself, not critical analysis, is "the end-product of literary activity." Art fulfills its purpose and achieves its value by impact on sensitive readers, an impact heightened by the awareness and the enjoyment criticism exists to provide.

O'Connor, William Van. "A Short View of the New Criticism." XXXVIII (Nov. 1949), 489-497.

Mentions origins, present characteristics, and role of "New Criticism." Dwells upon critical problems involved in the art and summarizes the tenets of a number of prominent practitioners.

## Literary Criticism — Special Aspects — 158

Creel, Warren. "Landmarks and Goals in Rhythm." XXXIX (June 1950), 295-302.

Demonstrates the construction of rhythm by charts based on the musical or time count-system used for scansion, as opposed to the classical system of counting syllables.

Frederick, John T. "Worthy Westerns." XLIII (Sept. 1954), 281-286, 296.

Brief history of the development of western fiction from Cooper to the present; with discussion of specified authors, books, and topics, the Indian, the white, and the woman in the better "western."

Killinger, John. "Existentialism and Human Freedom." L (May 1961), 303-313.

Reviews major tenets of existentialism from Sören Kierkegaard to Albert Camus. Concludes that one of the hallmarks is its strict contemporaneity since its "view of life grows out of, reflects, and accuses the mood of the times."

Locke, Alain. "The Negro Minority in American Literature." XXXV (June 1946), 315-320.

Argues for the values of studying this minority literature and outlines main trends and critical criteria.

Ludlow, Francis. "Her Infinite Variety." XXXV (Jan. 1946), 1-8.

Women in twentieth century novels; thesis: there is no stereotype.

Macrorie, Ken. "The Movies Don't Move." XLI (Nov. 1952), 474-479.

Critique of films in such areas as "significant movement projected powerfully," spectator reaction, and "startling and sympathetic" symbols.

Miles, Josephine. "Reading Poems, Part III: Reading the Need." LII (Apr. 1963), 243-246.

Discusses "supply and demand" in contemporary poetry and predicts a turning away from the "private poetry" of the present to a needed "public poetry."

Schary, Dore. "Literature and the Screen." XLIII (Mar. 1954), 135-141.

A defense of movie makers with emphasis upon the successful transition to the screen of a long list of recognized English and American classics. Discusses the motion picture script and its creation.

Wertenbaker, Thomas J., Jr. "A Surfeit of Surveys: Thoughts on Chronology and Theme in American Literature." LII (Jan. 1963), 9-15.

Chronology and theme gives structure to a survey course, but the principal job of teaching literature is teaching how the language works.

## Literary Criticism — Specific Areas — 159

Burton, Dwight L. "The Novel for the Adolescent." XL (Sept. 1951), 363-369.

Names and briefly characterizes specific novels that have special relevance for adolescent readers: *Seventeenth Summer*, *Walk Like a Mortal*, *Lord Hornblower*, and similar titles.

Carlsen, G. Robert. "To Sail beyond the Sunset." XLII (Sept. 1953), 297-302, 330.

The appeal of many of the earlier adventure stories has greatly diminished. Today's writers select more modern themes to convey sense of adventure: conflict between man and nature, outer space, and evaluations of human beings.

Chiaromonte, Nicola. "Realism and Neorealism in Contemporary Italian Literature." XLII (May 1953), 237-245.

Discusses the Italian concept of realism as delineated in works of early Italian writers. Contemporary Italian realism is then analyzed by examining the literary works of writers such as Alberto Moravia, Ignazio Silone, Carlo Levi, and others.

Derleth, August. "Contemporary Science Fiction." XLI (Jan. 1952), 1-8.

Books classed as science fiction became popular with Verne and H. G. Wells and cover a wide variety of subject matter and range of literary merit. Among recent authors in the genre, Derleth rates Ray Bradbury as most literate, Robert Heinlein, most ambitious, and A. E. VanVogt, most imaginative and perhaps most popular.

Fast, Howard. "American Literature and the Democratic Tradition." XXXVI (Feb. 1947), 55-60.

A critical approach to American literature. An effort is made to understand the state of affairs today through the native literature.

Guérard, Albert. "The Leading French Novelists of the Present Moment." XL (Apr. 1951), 185-192.

Interesting evaluation of works of more than fifteen French authors born between 1873 and 1913.

Hicks, Granville. "P-N Fiction." XXXV (Dec. 1946), 525-530.

P-N, Army letters standing for psychoneurotic. Good proportion of modern novels are concerned with characters whose behavior is significant to the psychiatrist. This article gives brief survey of the field.

————. "The Shape of Postwar Literature." XXXIII (May 1944), 227-232.

A prediction that novels written after the war will delve into abnormal psychology, social relationships, and philosophical issues.

Knight, Arthur. "Types, Stereotypes, and Acting in Films." XLII (Oct. 1953), 361-366, 390.

Traces the origin and development of the movies' "star system." Notes differences between acting on the stage and in a motion picture. References are made to particular movies and actors.

Magalaner, Marvin. "Pitfalls in Modern Reading." XXXVIII (Jan. 1949), 6-10.

Points to the circumstances which render contemporary literature difficult for reader and creator; then lists three responsibilities of the reader to the finished work of art.

Mirrielees, Edith R. "Short Stories, 1950." XL (May 1951), 247-254.

Resurgence of the short story—fifty more collections published than in any of the previous twelve years. Article includes brief comment about a number of popular writers in the genre.

Munson, Gorham. "High Up and Deep Down: Adventure Writing in Our Time." XLIII (Dec. 1954), 481-487.

A commentary and evaluation of "recent books that express the unforced, free, adventurous spirit of modern man." From many named samples of the genre, chooses five for more detailed discussion; of these *Kon-Tiki* is best known.

————. "Who Are Our Favorite Nineteenth Century Authors?" XXXIII (Mar. 1944), 113-118.

A report of data derived from reprint publishers, chain bookstores, and leading public libraries in various parts of the country combined with speculations concerning choices of favorite authors.

Petitt, Dorothy. "A Search for Self-Definition: The Picture of Life in the Novel for the Adolescent," XLIX (Dec. 1960), 616-620, 625-626.

Examines junior novels ranked as outstanding by critics of the genre; discusses them in terms of "symbolic search" and "literary convention."

Smith, Hugh L., Jr. "Jazz in the American Novel." XLVII (Nov. 1958), 467-478.

By comment and quotation, shows jazz treated in the American novel as "atmosphere," as "symbol to the musician," and as "symbol to the listener."

Stegner, Wallace. "The Anxious Generation." XXXVIII (Jan. 1949), 1-6.

Attempt to define what contemporary young writers are thinking and feeling.

Thorpe, Clarence D. and Nelson, Norman E. "Criticism in the Twentieth Century: A Bird's-Eye View." XXXVI (Apr. 1947), 165-173.

Survey of the principal schools of criticism (impressionist, romantic, psychological, Croce, *et al.*) with a view of reconciling their similarities and divergencies with contemporary principles of literary art.

Walters, Raymond, Jr. "Present Trends in Nonfiction." XLII (Dec. 1953), 483-489.

Points out that nonfiction books now outnumber fiction among the choices of the Book-of-the-Month Club—with possible reasons: increased interest in "contemporary plight" of most Americans, more leisure, "spiritual cravings," Communist menace.

Warner, John F., Jr. "The Human Side of Puritan Literature." LII (Nov. 1963), 587-590, 609.

As currently taught, Colonial literature presents a distorted image of Puritan tradition. The author cites excellent examples among Puritan writers to demonstrate the Puritan as "a human—with many of the identical passions, humors, and prejudices of any citizen of any age."

## Literary Criticism — Theory and Comment — 160

Butterfield, Frances Westgate. "Don't Tell 'Em, Show 'Em!" XXXVII (June 1948), 315-316. (RT)

The author summarizes ideas presented by Robert Frost, Dr. Morrison, John Ciardi, Bernard de Voto, Fletcher Pratt, Mark Saxton, and Walter Pritchard Eton at the Bread Loaf Writers' Conference.

Cargill, Oscar. "The Laggard Art of Criticism." XXXIV (Feb. 1945), 59-66.

Exults inventiveness of American poets, dramatists, and novelists, giving specific examples, but also cites reasons that criticism is the most laggard of all the literary arts.

Edwards, Margaret A. "How Do I Love Thee?" XLI (Sept. 1952), 335-340.

Names and comments on a variety of titles serving various levels of maturity of girls: *Seventeenth Summer* to *East Wind, West Wind.*

Farrar, John. "The Condition of American Writing." XXXVIII (Oct. 1949), 421-428.

Many faceted review of American writing after two World Wars from the publisher's viewpoint; modern trends involve such items as loneliness of the writer, withdrawal to the classroom, and the separation of the writer from the reader.

Geismar, Maxwell. "Naturalism Yesterday and Today." XLIII (Jan. 1954), 1-6.

Condensed account of origins and development of naturalism followed by a simplified and brief survey of the modern movement in American fiction.

Gurko, Leo. "American Literature: The Forces behind Its Growing Up." XXXV (Mar. 1946), 119-122.

Generalizations about the maturing of American literature in the twentieth century; the influence of the First World War.

Mussoff, Lenore. "Enriching a Literary Survey of Renaissance England." LI (May 1962), 337-339. (ST)

Names specific books as "timely approach to a study of the English Renaissance," and then via Spenser, Marlowe, Jonson and Bacon outlines briefly how an understanding of the Renaissance provides the foundation for succeeding literary study.

Routh, H. V. "The Quest for Currents in Contemporary English Literature." XXXVI (June 1947), 277-288.

### *LITERARY CRITICISM — 160*

Concerned with authors, books, and movements in twentieth century literature as developed in tendencies marked by symbolism, humanism, mysticism, and revolt.

Sheridan, Marion C. "Life without Literature." XXXVII (June 1948), 291-297.
Composition, core courses, and practical skills are no substitute for literature—which pulsates with life, wisdom, and genuine emotion.

Wagenknecht, Edward. "The Little Prince Rides the White Deer: Fantasy and Symbolism in Recent Literature." XXXV (May 1946), 229-235.
Fantasy and symbolism abound in contemporary literature. This article gives brief survey of and short exploration for the phenomena.

See also individual authors by name.

## Literature, Teaching of — General — 161

Bechtle, Raymond. "Suggested Exercises—and Con." XLVIII (Sept. 1959), 334-336. (ST)
A whimsical request begging editors of literature texts to omit the pages devoted to "suggested exercises" because the latter are time-consuming and valueless.

Bens, John H. "Teaching Literature in the World of Mickey Spillane." XLV (Feb. 1956), 79-81.
The aim of teaching literature is critical thinking; the aim must be achieved in the world in which the student lives.

Burton, Dwight L. "Books to Meet Students' Personal Needs." XXXVI (Nov. 1947), 469-473.
A project of relating books to personal and social problems of students; identifies types of conflict and lists books to meet these general personal problems.

Carlsen, G. Robert. "Behind Reading Interests." XLIII (Jan. 1954), 7-12.
Identifies three major student needs: find one's self-importance, see one's self as part of pattern of all human life, assess one's self in terms of future position in society. Lists five ways by which teachers meet needs to reach maturity.

Early, Margaret J. "Stages of Growth in Literary Appreciation." XLIX (Mar. 1960), 161-167.
Describes three stages of growth in literary understanding: unconscious enjoyment, self-conscious appreciation, conscious delight—teacher's role at each level discussed.

Farmer, Paul. "Let Literature Work Its Magic." XL (Apr. 1951), 212-218.
Suggests strategems by which the power and importance of books is used by the teacher to make television an asset instead of a liability toward happy and successful living.

Hartley, Helene W. "Developing Personality through Books." XL (Apr. 1951), 198-204.
Term's work in language arts based on student questions which committee classified under such topics as independence, courtship and marriage, psychology, school.

Hook, J. N. "The Multiple Approach in Teaching Literature." XXXVII (Apr. 1948), 188-192.
Historical, socio-psychological, emotive, didactic, paraphrastic, and analytic are the various ways literature should be approached.

Irmscher, William F. "An Apology for Literature." LII (Apr. 1963), 252-256, 268.
Describes need to redefine the relationship between teaching literature and the teaching of language and composition.

Lewis, Charles Stephen. "The Orient—Blind Spot in High School Literature." XLV (Jan. 1956), 26-29.
Eight questions pertinent to the topic posed by the author are answered by his review of relative date in twenty-five recent high school literature texts from leading educational publishers.

Lynch, James J. "The English Teacher's Greatest Resource." XLV (Oct. 1956), 388-394.
"Literature, the greatest resource of the English teacher, must not be sold short"; identifies some pitfalls in the path of the teacher of English, in general, and the teacher of literature, in particular.

McCall, Roy C. "Taking Literature out of Cold Storage." XLIV (Jan. 1955), 30-33.

Literary appreciation is achieved if the learner's initial level of appreciation is considered in selection of material, if the teacher becomes an excellent oral interpreter as well as a literary analyst, and if the learner has opportunity to read aloud to his fellow learners.

Makey, Herman O. "Is Poo-Bah Right?" XL (Feb. 1951), 98-101.

Discusses obligation to base interpretation on suitable word meanings, on the evident intention of the author or speaker, and on the relation of the passage to the rest of the work.

Meade, Richard A. "Organization of Literature for Juniors and Seniors." XXXVI (Sept. 1947), 366-370.

Lists four ways of organizing literature: chronology, literary types, famous writers, and by content themes and experiences. Discourages organization by chronology.

O'Neal, Robert. "World Literature in High School: Lusty Orphan." LII (Feb. 1963), 94-96.

Procedure and results of a questionnaire study of world literature programs among four hundred high schools by a subcommittee of NCTE's Committee on Comparative Literature.

Pooley, Robert C. "Using Periodicals in the English Classroom." XL (May 1951), 266-270.

Deplores routine use of a single magazine; recommends the classroom magazine as valuable supplement to the regular curriculum of the course. Occasional references to *Using Periodicals*, NCTE, 1950.

Potter, Robert E. "Reading Unlimited." XLII (Jan. 1953), 28-32.

Genesis and evaluation of a program involving free reading period and freedom in book selection.

Roody, Sarah I. "Searching for the Truth in Nonfiction Books." XXXIII (Apr. 1944), 203-205.

Teaching students to realize that there are varying levels of authenticity in nonfiction books and to learn to discriminate between them.

Spinks, Pearl. "Life Brought to Literature through Group Work." XXXIX (Apr. 1950), 201-205.

Responsibility and maturity elicited through rotating student chairmen, group submitted questions and answers, and a class "rating chart."

Squire, James R. "Literacy and Literature." XLIX (Mar. 1960), 154-160.

Survey of "mass literacy" as judged by evidence available from five sources pertinent to or concerned with American reading: number and level of readers, figures from publishers, library circulation, types of books currently produced, and results from measurement. Adds suggestions to "achieve real literacy in literature."

Yung, Harold P. "Plan for Teaching Literature." XLIV (Apr. 1955), 230. (ST)

Enthusiasm for reading and discussion from questions directed to a panel of students by fellow classmates.

## Literature, Teaching of — Goals — 162

Achtenhagen, Olga. "The Prick of Interest." XXXV (Feb. 1946), 94-96.

Teaching experience where students set their own aims for the course and selected their own materials—with enthusiasm.

Alm, Richard S. "Goose Flesh and Glimpses of Glory." LII (Apr. 1963), 262-268.

Supplying books, knowing books, understanding adolescents, becoming involved with students—these are elements in providing in students the thrill and exaltation possible from literature.

Cady, Edwin H. "The Role of Literature for Young People Today." XLIV (May 1955), 268-273.

Contributions of literature to meet the needs of the student's emotional and imaginative life, to further his perception of the world, and to open for him the door to "loyalty."

Carlsen, G. Robert. "Deep Down Beneath, Where I Live." XLIII (May 1954), 235-239.

Stresses the importance of selective literature as a medium for reaching the private world and for strengthening the real self to clarify and articulate reactions.

————. "English and the Liberal Arts Tradition in the High School." XLIV (Sept. 1955), 323-329.

Purposes of English emerging from liberal arts tradition: self-understanding through literature and language activities; perception of color, patterns, and quality of environments; love for ideals of our culture; the working out of basic human instincts under varying cultural patterns.

Diltz, Bert Case. "English—For Breadth or Depth." XLII (Apr. 1953), 194-196.

Teaching of great literature should not have to compete with psychology, philosophy, history, or sociology; advocates an emphasis on the world's creative thinkers. Discusses some "characteristic features of the literary or artistic method as complementary to the scientific method."

Graham, Elizabeth. "What Literature Shall We Teach *Now*?" XXXIV (Apr. 1945), 190-194.

Replete with specific book names to show that the teaching of high school literature must expand as literature itself progressively expands.

Hartley, Helene W. "English for These Times: Some Issues and Implications." XXXVI (Feb. 1947), 60-65.

A discussion of what can reasonably be achieved for these times through classes in English education; shows the opportunity provided in the classroom for creating an awareness of social, political, and economic problems.

Heilman, Robert B. "Literature and Growing Up." XLV (Sept. 1956), 303-313.

Succinct analysis of the relationship of literary experience to the achievement of maturity in mind and spirit, since the "literary imagination makes it possible to know immediately and correctly . . . what it is to be a human being."

Hilkert, Robert N. "Language Competencies Required by Occupational Choice." XXXIX (Mar. 1950), 137-144.

Businessman's contention that increased human understanding is facilitated better by literature than by specialized courses (Business English specifically).

Hoefler, Lehman A. "Redirection or Return to Direction in the Teaching of English." XXXIV (Sept. 1945), 372-375.

Recommends functional speaking and writing habits, and a student-need outlook in teaching high school literature.

Hyer, Lorine D. "Life Adjustment through Literature." XL (Jan. 1951), 28-33.

"Terminal" seniors with I.Q.'s from 85 to 135 help plan course and find that literature helps solve problems.

LaBrant, Lou. "Diversifying the Matter." XL (Mar. 1951), 134-139.

Enjoins teachers to promote sound thinking based on thoughtful reading of a great variety of literature.

Lombard, Nellie Mae. "American Literature for Life and Living." XXXIII (Sept. 1944), 383-384. (RT)

Details of an approach to the study of American literature from the individual and social interests of the pupils.

Makey, Herman O. "Why?" XXXVIII (Dec. 1949), 554-558.

A brief statement of purpose for teaching literature. Four things to emphasize: meanings, allusions, figures of speech, special aspects of irony and satire.

Norvell, George W. "Watchman, What of Literature in Our Schools?" LII (Sept. 1963), 434-437.

Avers that many selections of literature now taught do not meet the needs of students; change in content of literature assigned would make for added student interest.

Phelps, Frances Brownell. "Literature, a Guide to Social Living." XXXIX (June 1950), 340-341. (RT)

Discusses ways in which a student's vicarious experiences in literature can give him the social background and imaginative moral development to realize relationships with others.

Roody, Sarah I. "Developing Personality through Literature." XXXVI (June 1947), 299-304.

Specific illustrations in techniques for helping pupils understand behavior and become adjusted themselves.

Rowland, Virginia. "The Importance of English." XXXVII (Dec. 1948), 539-542.

Literary values are important and English courses need to be revitalized, especially in the area of the personality and the intelligence of the teacher.

Simpson, Anna. "Achievement of Basic Aims through Reading Biography." XXXIII (May 1944), 252-254.

An account of the use of biography in the tenth grade to increase the pupils' appreciation for their American heritage.

Squire, James R. "Individualizing the Teaching of Literature." XLV (Sept. 1956), 314-319.

The perennial challenge to the teacher to maintain a core of unity in the literature class while the potentialities of students are adjusted to the intellectual and emotional adventure of the literary experience.

## Literature, Teaching of — Grades — 163

Durham, Virginia. "Literary Supermen." XLVI (Apr. 1957), 208. (ST)

Seventh grade activities with fictitious giants past and present increased appreciation of classics and broadened perception of humor and play of imagination.

Endris, Mardie Weatherby. "Poetry in the Junior High School." XXXIX (Nov. 1950), 505-508.

Describes unit on poetry taught in heterogeneous seventh grade class, emphasizing enjoyment of imagery.

Stegall, Carrie. "Who Cares about Literature?" XLVII (Jan. 1958), 21-24.

Develops eighth grade class approach to literature which makes it valuable both as an art and as an important immediate influence.

## Literature, Teaching of — High School — 164

Bennett, Louise, *et al.* "English in Terminal Secondary Education: Experiences with Literature." XLIII (Dec. 1954), 501-506.

Presents methods and activities to make pupils, whether terminal or college-bound, realize the human values to be obtained from literature.

Bing, Ada M. "They Worked and Liked It." XLII (Mar. 1953), 156-157. (RT)

The second required book report of a senior literature class consisted of presenting a scene from the book, dramatized as either a radio script or as a reading. Among those discussed are *Jane Eyre, Kenilworth, Wuthering Heights.*

Bratton, Dorothy. "English Literature for the Noncollege-Bound." XLV (Feb. 1956), 84-91.

A year's observation of an English class is set down in journal form; interesting techniques allow for capitalization on interests of individual students.

____________. "Reading for Therapy." XLVI (Sept. 1957), 339-346, 361.

Diary of an alert, creative, understanding English teacher reviewing highlights in a year of teaching American literature and the resultant conviction that good reading produces mental health.

Ford, Nick Aaron. "What High School Students Say about Good Books." L (Nov. 1961), 539-540, 545.

Discloses student comments from compositions entitled "What Is a Good Book?" submitted in competition for NCTE Achievement Awards. Discusses content, form, and specific titles in the light of representative student response.

Friedrich, Gerhard. "The Teaching of Early American Literature." XLIX (Sept. 1960), 387-394.

Discusses the problems of teaching early American literature in the historical survey course in high school, and advocates calling upon interrelated arts towards greater effectiveness.

Johns, Kingston, and Smith, Donald E. "A Drama Course, Planned, Used, Evaluated." XXXIX (Dec. 1950), 571-574.

Exchange of letters between the graduate student who planned and the teacher who taught an elective twelfth grade reading and classroom production course in drama.

Johnston, S. Timothy. "Drama Study in Twelfth Grade." XLIII (Jan. 1954), 35-37. (RT)

Gives specific approach to study of wide variety of plays, short history of drama, actual production of a play by assigning groups to present scenes "on stage" from each act.

Loban, Walter. "Teaching Literature: A Multiple Approach." XLV (Feb. 1956), 75-78, 91.

Consolidation and agreement are replacing differences of opinion on teaching literature in the secondary school; the next surge of effort will be toward balancing the best elements from several approaches and methods.

McKinley, Margaret. "Pulaski Sophomores Plan for Additional Reading." XLIII (Mar. 1954), 153-154. (RT)

"Plan" for outside reading set up by members of class according to individual needs, interests, and levels—with sample pattern plans for vocations, freedom, and others.

Masback, Frederic J. "An Approach to the Novel in High School English." L (Apr. 1961), 278-280. (ST)

Describes a method in which students read a variety of teacher-chosen novels under careful supervision to develop certain systematic habits of reading and analysis enabling them to read any novel more perceptively.

Montgomery, Margaret. "Life and Literature —Global Pattern." XXXIV (1945), 504-506. (RT)

Lists reading selections for information on the life, customs, and philosophy of other nations in a last semester high school course in world literature.

Roody, Sarah I. "From Bridey Murphy to Magic Casements." XLVI (Feb. 1957), 100-103, 123.

Twelfth grade unit which "utilizes today's rebirth of wonder to interest students in imaginative literature through a study of man's reaction to the unknown throughout the ages."

Sloan, Jean. "An English Class Meets a Challenge." XXXIII (Nov. 1944), 504-505. (RT)

Description of a unit called "Problems We Face" developed in an eleventh grade class in Waterloo, Iowa.

Taylor, Robert T. "Allusion and the Literature Survey." XLIV (Jan. 1955), 26-29, 58.

The values accruing to the superior eleventh and twelfth grade student who studies literature as a legitimate discipline developing from historical contexts.

## Literature, Teaching of — Interpretation & Appreciation — 165

Baloyan, Mary. "Enjoying Literature More through Group Dynamics." XLIII (Sept. 1954), 308-312.

Discusses objectives, role of teacher, ideas for creative learning experiences, and motivating techniques in junior English unit in American literature.

Burton, Dwight L. "Literature for Social Development." XLIII (May 1954), 231-234, 243.

Emphasizes the social functions of literature to relieve group tensions by stressing universal, to develop an awareness of alternatives in group life, and to sharpen and enrich time and space concepts. Caution: do not lose sight of purely aesthetic function.

__________. "Teaching Literature to Our Youth Today." XLIV (May 1955), 274-279.

Specific suggestions for using literature to help the adolescent understand the world and himself and thereby attain maturity.

Corbin, Richard. "Aesthetic Experience of a Poem." XLVI (Dec. 1957), 564-569.

The aesthetic experience of a poem is shown to be a fusion of three steps: enjoying, understanding, and "experiencing" the poem—an integrated body, mind, and spirit experience.

Cross, E. A. "Appreciating Literature as an Art." XXXIII (Nov. 1944), 465-474.

A detailed discussion of seven devices of the literary stylist which students can learn to recognize.

Gainsburg, Joseph C. "Play Reading with Dynamic Meaning." XLI (Oct. 1952), 403-410.

Among many valuable suggestions for interpretative appreciation of the play, emphasis is placed on procedures that bring the play alive by making its reading an alluring substitute for viewing it on the stage.

Hatfield, W. Wilbur. "The Editor Reflects." XXXIV (Nov. 1945), 508-509.

Teacher should be prepared to make literature as potent as possible in the minds and hearts of students.

Henry, George H. "Toward Vitalizing the Teaching of Literature." XLIV (Oct. 1955), 383-389.

Literary pieces of varying difficulty in comprehension as aids to the high school student in thinking about the meaning of his own life, in viewing the range of human motive from revenge to martyrdom, and in noting under what conditions man elects one or the other.

Hoffman, Edna N. "Project in Appreciation." XLIII (Mar. 1954), 149-150. (RT)

A project in which two boys who didn't like to "write up notebooks" produce sketches depicting scenes and characters from selections. Literary appreciation stimulated written expression.

Kite, Ila Maude. "I Chose to Stoop." XXXIV (Mar. 1945), 157-158. (RT)

This teacher organized her English literature course into life-units: "Ideal Life," "Preparation for Life," "Life as It Is," and "Enrichments and Antidotes for Life."

LaForse, Martin. "Teaching a Story with Musical Interpretations." XLVI (Jan. 1957), 41-42.

Mood and structure of a piece of literature supplemented with music and art; names specific applications.

Minton, Arthur. "Literature and the Stream of History." XXXIII (May 1944), 259-261.

Description of a method of establishing literary matter in the whole stream of history to deepen the appreciation of literary works and to crystallize the historical sense.

Mosing, Malcolm. "Appreciation through Units." XLIV (Feb. 1955), 80-86.

Units on drama and motion pictures as a means for extending interest, broadening knowledge, and deepening experience.

Neville, Mark. "Some Means of Enjoying Literature." XXXIII (Oct. 1944), 424-428.

Specific suggestions for teachers who want literary reading to be a source of real pleasure for students.

Page, M. Myriam. "Reexamining Certain Methods in the Teaching of Literature." XXXIV (June 1945), 326-329.

Quick reading may be gateway to knowledge, but most is learned from the classics by way of study—with application to *Hamlet*.

Rosenblatt, Louise M. "The Acid Test for Literature Teaching." XLV (Feb. 1956), 66-74.

The essence of any literature teaching consists of "transactions between readers and books": practices meeting this acid test include initiating a process of growth, avoiding substitutes for literature, analysis of the literary "transaction."

__________. "Literature: The Reader's Role." XLIX (May 1960), 304-310, 315.

States that the quality of literary experience depends on what the author offers *plus* the relevance of the past experience and present interests of the reader. Warns that developmental curriculum planning must include both elements and must not overemphasize either at the expense of the other.

Sheridan, Marion C. "Literature: Freighter, Fighter, and Star Steerer." XXXIII (Oct. 1944), 414-420.

A wealth of suggestions for teaching literature so that a student will read voluntarily, deliberately, without self-consciousness, and respond intellectually and emotionally.

Shoemaker, Francis. "Communication through Symbols in Literature." XXXVII (Apr. 1948), 235-240.

The basic theme of the essay is that communication is a two-way process in which the individual responds to his environment. This concept is necessary in teaching the response to literature.

Simmons, John S. "And Children Learn to Walk on Frozen Toes." LII (Nov. 1963), 591-595.

The unit, "New England in Literature," with "careful analysis" of E. A. Robinson's poem, "New England," as well as of other poets and authors.

See also Poetry (Interpretation and Appreciation).

## Literature, Teaching of — Junior High School — 166

Frogner, Ellen. "Inexpensive Books for the

Junior High School." XXXIX (Sept. 1950), 385-387.

List of books, for $1.25 or less, suitable for individual recreational reading, composed mainly of original texts published as a series, e.g., Cadmus Books, Teenage Book Club.

Meighan, Marilea. "Teaching with Illustrated Fables." XXXIX (June 1950), 338-339. (RT)

Describes introductory lesson for junior high school unit on conversation, in which teacher reads fable about a wise king's search for a pictographic representation of the perfect conversation.

Rose, Elizabeth. "Literature in the Junior High." XLIV (Mar. 1955), 141-147.

Use of teenage books to act as a bridge between juvenile story and adult novel with specific suggestions for leading junior high students to read.

Treanor, John H. "Literature in Mechanic Arts Classes." XXXVI (Nov. 1947), 488-490. (RT)

Suggests titles for a balanced core of good reading for mechanic arts classes in the junior high school.

See also Junior Book Roundup.

## Literature, Teaching of — Poetry — 167

See Poetry.

## Literature, Teaching of — Procedure, Method — 168

Gill, Naomi B. "'Depth' Reading." XLII (Sept. 1953), 311-315, 323.

For better comprehension of plots, students are alerted to connotations, dramatic situation, key lines of the action, and to such authorial techniques as satire, fragments of characterization, and nonchronological order.

____________. "'Depth' Reading II: The Figures." XLIII (Sept. 1954), 297-303, 323.

Records successful procedures in dealing with figurative language; discusses four bases for difficulty and gives many examples in each category: contrived types, deliberate omissions, reader difficulties, and unfamiliar reference.

____________. "'Depth' Reading III: Contrast, Misleader of the Unwary." XLIV (Dec. 1955), 507-512.

Interpretation must recognize that sharp contrast often tells lies on the "surface," but it is completely truthful in "depth." Cites numerous examples drawn from literature: "Richard Cory" to *Wuthering Heights*.

Jensen, Lisbeth S. "Fostering Interest in Reading." XLII (Oct. 1953), 367-370.

Presents detailed account of procedure used with a twelfth grade literature class: the reading of books by authors of many nationalities and races. Also furnishes suggested titles for reports on biographies, types of novels, best sellers, and types of books of interest to students.

Josephs, Lois. "One Approach to the Puritans." L (Mar. 1961), 183-187.

Describes a unit featuring critical study of *The Scarlet Letter* and *The Crucible* as means of captivating imagination and attention of eleventh graders and as springboard to contemporary American literature.

Ryan, Margaret. "Achieving Unity with Diversity." XL (Dec. 1951), 547-552.

Finds the best results where cultural background and reading ability vary to lie in a plan where every student, working at his own rate, is able to make vital contribution to the program as a whole.

Squire, James R., and Beckerman, Merritt. "The Release of Expression." XXXIX (Mar. 1950), 145-149.

Finger painting as a graphic art technique for releasing student response to specific poems, to a novel, and to four plays.

Stocking, Fred H. "The Two Jobs of English Teachers." L (Mar. 1961), 159-167, 178.

The teaching of writing is utilitarian and the job of all subject teachers; the teaching of literature is nonutilitarian but more important because it introduces intelligent understanding and enjoyment of an art.

Tovatt, Anthony L. "Two Basic Convictions about Teaching Literature." XLIX (Nov. 1960), 528-535.

The convictions are: "existing literature programs are not inviolate"—class need must determine choices; and "literature must be meaningful to the student in the present if it is to be meaningful for him in the future."

Willey, Wilbur. "A Thematic Approach to the Teaching of English." LI (Dec. 1962), 643-645. (ST)

Outlines thematic approach to literature, suggesting several possible themes; one designated "Tower over Mediocrity" given in detail.

## Literature, Teaching of — Selections — 169

Arnold, Ruth K. "Shakespeare in the Garden." XL (June 1951), 325-329.

College sophomores edit scenes from Shakespeare and present them out-of-doors.

Assuma, Daniel J. "A List of Simplified Classics." XLII (Feb. 1953), 94-96. (RT)

Provides a list of adapted classics with the grade difficulty noted, based on replies of 100 book publishers.

Blumberg, Philip S. "A Change Now and Then." XLII (Feb. 1953), 96-97. (RT)

As a change of pace from prescribed selections, students given the opportunity to become acquainted with the literary efforts of Paul Lawrence Dunbar, Helen Keller, and Irwin Edman.

Brown, Blanche R. "Correlation of Literature with the Fine Arts." XXXIX (Oct. 1950), 435-439.

Describes methods and gives examples by which intellectual and artistic works from the same historical age can be shown to be related, instead of being taught separately.

Brown, Elizabeth L. "Odysseus and the Ninth Graders." XLII (Jan. 1953), 7-11.

How Homer's stories and universal appeal were brought to a class in student-owned paperbacks.

Carlsen, G. Robert "The Dimensions of Literature." XLI (Apr. 1952), 179-186.

All aspects of literature must be kept in mind, even if, temporarily, one literary merit, form, or content may be isolated for emphasis; includes many specific titles and suggestions.

Daunoy, Mary Estelle. "Tennyson's Teenage *Idyll*." XLII (Apr. 1953), 211-213. (RT)

Despite the decrease in popularity of Tennyson's works, advances reasons the teaching of "Gareth and Lynette" from *Idylls of the King* can be challenging, rewarding, and timely.

Eckerson, Olive. "Give Them What They Want." XXXVI (Dec. 1947), 523-527.

A discussion of simplified classics and their successful use in the classroom: *Oliver Twist, Jane Eyre, Moby Dick, Ivanhoe, David Copperfield.*

Gordon, Edward J. "Reading by Themes." XLII (Apr. 1953), 187-190.

Discusses three reading units conducted with a senior class. Emphasizes selecting books which meet the "objectives" of the student. *Walden*, read by all, offered students opportunity to question modern standards of success.

Hach, Clarence W. "Planning a Year's Program in Literature." XLVII (Sept. 1958), 334-338.

Choose balanced fare content and flexibility of approach to help pupils understand themselves as "part of the universe of man."

Hennings, Alice B. "Teaching an 'Idea' Story." XLII (May 1953), 256-259.

Author recounts success experienced in teaching an "idea" story, Hawthorne's "The Minister's Black Veil," and gives a detailed account of procedure followed.

Hunt, Kellogg W. "Getting into the Novel." L (Dec. 1961), 601-606.

Revitalizes the stock questions put to students in discussion of novels. Suggests five canons for making out questions on any individual novel. Urges that teachers choose a novel for the students; that students talk about the novel with each other; that teachers read criticisms before teaching any novel.

Lucas, Harriet. "The Type Approach to the Study of World Literature." XXXVI (Dec. 1947), 533-535. (RT)

## *LITERATURE, TEACHING OF — 169*

Presentation of world literature directed by teacher's purpose: by country, as art, as type.

Mann, Isabel Roome. "What Literature Should We Read?" XLI (Nov. 1952), 484-487.
The answer is "well written literature of the past and present . . . literature that will broaden the horizons of students . . . in a world that they must try to understand"—some titles mentioned.

O'Gordon, Hannah Jean. "As It Appears to Me." XXXIII (Mar. 1944), 157-158. (RT)
An analysis of W. B. Yeats' "The Lake Isle of Innisfree."

Rutan, Edward J. "Meaning in Literature Study." XXXIII (Nov. 1944), 505-507. (RT)
Comparison of several different passages that deal with a similar idea as a device for stimulating penetrating analysis in reading.

Shaffer, Virginia. "They Can Take It." XLI (Dec. 1952), 526-530.
Responsibility to the slow learner need not be at the expense of the classics—with numerous references.

Wagner, Martha. "College Students Evaluate High School Reading." XLI (May 1952), 251-253.
Five hundred students list familiar titles among books they disliked because they did not understand them; extensive reading and knowledge of student ability by the teacher will obviate such criticism.

## Literature, Teaching of — Special Projects — 170

Alm, Richard S. "Buzz Sessions about Books." XL (Jan. 1951), 12-16.
Uses "Buzz Sessions" to get maximum participation from students and to secure evident growth in communication skills—illustrated by unit on family life.

Bartine, Nora Geeslin. "Literary Programs." XLI (Oct. 1952), 420-423.
Experiment with dramatic presentation of literature through literary readings and programs—with suggestions for programs at Christmas and for dates commemorative of Lincoln and World War II.

Bertram, Jean De Sales. "Books to Promote Insights into Family Life Problems." XLV (Nov. 1956), 477-482.
Summarizes approaches to problems of family living in a variety of novels, of which *Captains Courageous* and *Seventeenth Summer* are two examples.

Boss, Suzanne K. "From Art to English to Art." XXXIV (Sept. 1945), 392-393. (RT)
Example of a project in art class which developed to include almost the entire school—and specifically its involvement with English.

Boutelle, Margaret. "Talking about Books." XL (Dec. 1951), 574-575.
Teacher motivation and informality and variety in reporting induce some students to read many books within a year.

Brickell, Henry M. "Let Them See the Professionals." XXXIX (Jan. 1950), 36-38. (RT)
Describes drama club's trips to such performances in Chicago as *Brigadoon*, Olivier's *Hamlet*, and Katherine Cornell productions—stimulating but expensive.

Campbell, Jean L. "The Use of Quotations in Language Arts Classes." XLIX (Dec. 1960), 638-639. (ST)
Discusses the values of daily quotations from famous statesmen, philosophers, scientists and educators—board written or notebook kept.

Carlsen, G. Robert. "Creating a World Outlook through Literature." XXXIII (Dec. 1944), 526-532.
A description of four units designed to give seniors a feeling that America fights for values that are deeply imbedded in the human spirit and that are a part of the stream of history.

Fagan, Edward R. "To Literature via the College." XL (Dec. 1951), 562-566.
An account of the art-college approach to literature that gives the teacher insight into student problems and brings out their creative abilities.

Humphreys, Aletha. "Literary Charades." XLVI (Apr. 1957), 210-211.
Teams "with guessing, like a game" dramatize scenes from literature as semester review.

Krumbiegel, Walter O. "Advertising Literature." XXXIV (May 1945), 273-274. (RT)

Literature "advertised" to students by bulletin board displays created from advertising copy in newspapers and magazines.

McKean, Robert C. "A Word-Association Literature Reaction Test." XLIII (Apr. 1954), 193-195.

Description of a classroom experiment using psychologists' technique to probe into the process of reaction to literature with the intent of discovering how much readers' attitudes are changed by a literary selection.

Miles, Isadora W. "Seniors Plan a Basic Library for High School Graduates." XXXIII (May 1944), 254-259.

Description of a class project to determine the books that would comprise the basic library of a young couple, both high-school graduates, who were just establishing their new home.

Miller, Helen Rand. "The Paths of Glory." XXXVII (Feb. 1948), 92-94. (RT)

Madame Tussaud's wax figures of famous English poets provide a unique setting for reflections upon the teaching of literature and upon the inspiration which English poets have offered to Americans.

Rinker, Maxine. "My Friend Abe." XLIII (Oct. 1954), 379-380. (RT)

Shares a teaching experience (and several delightfully revealing character analyses of Abe Lincoln) which required students to understand and interpret historical figures.

Shapiro, Alan. "Introduction to a Mythology Unit." XLIII (Nov. 1954), 454. (RT)

Rhymed riddles as an entertaining procedure to stimulate interest in the study of mythology.

Snyder, Carol. "Period Furniture and English Literature." XXXIX (Dec. 1950), 578-579. (RT)

Suggests study of furniture design and interior decoration as a means of "clarifying the conception of the way of life" of an "earlier period and in relating that period to modern living."

Sophie, Sister Mary Madeleine, S.S.N.D. "Anglo-Saxons for a Night." XLIII (Feb. 1954), 81-83, 36

A project which brought life and fun to otherwise dull textbook selections and provided opportunity for correlation of the literature and language program with other departments.

Tanner, H. Jeanne. "Interpretation through Pictures." XLV (May 1956), 277. (ST)

Magazine clipped pictures as interpretation of quoted line or summarizing statement of story or poem in class of American literature.

## Longfellow, Henry Wadsworth — 171

Hurst, Elizabeth. "What about Longfellow?" XLV (Mar. 1956), 148-150. (ST)

In praise of Longfellow and a plea for a more important place in the curriculum for him and his poetry.

## McCullers, Carson — 172

Carpenter, Frederic I. "The Adolescent in American Fiction." XLVI (Sept. 1957), 313-319.

Carson McCullers' Mick Kelley and the adolescents of Jessamyn West and J. D. Salinger share a common hatred for hypocrisy and a common search for integrity.

Evans, Oliver. "The Achievement of Carson McCullers." LI (May 1962), 301-308.

Discusses McCullers' concern with the soul of man, human love and loveliness, and the search for self.

Kohler, Dayton. "Carson McCullers: Variations on a Theme." XL (Oct. 1951), 415-422.

Comprehensive reviews of *The Heart Is a Lonely Hunter, Member of the Wedding, The Ballad of the Sad Cafe,* and *Reflections in a Golden Eye* to show that, at best, Mrs. McCullers has drawn clearly realized human characters as symbols of the human predicament, especially in its aspects of loneliness and longing.

## Magazine — 173

Bennett, Elizabeth C. "How to Teach a Magazine That Transcends Mass Appeal." XXXVIII (Feb. 1949), 82-86.

Practical suggestions for teaching the quality magazine, illustrated by specific instances from the *Atlantic.*

## *MAGAZINE — 173*

Brown, Carl A. "Meeting Reality in the Classroom." XLIX (Jan. 1960), 41-43.
Account of a unit on current magazines. Several practical ideas provide creative participation on the part of students.

Campaigne, William M. "Present Day Periodical Publications." XXXVI (Mar. 1947), 146-148.
A list of principal magazines and their 1947 cost.

Diesman, Florence M. "Why Not a Magazine-Annual?" XLVII (Oct. 1959), 407-408. (ST)
Plea to make the "memory book" annual more significant by making it the stimulus to the writing needed in every English classroom.

Doonan, Caroline M. "Magazines for Developing Literary Taste." XXXVII (Apr. 1948), 245-248.
A discussion of the use of magazines in the English classroom. Reading magazines forms valuable habits for further reading.

Finch, Hardy R. "How to Teach Students to Read Mass Magazines Critically." XXXVIII (Sept. 1949), 388-391.
Considers such items as budget, magazine as reading assignment, examination of content, and critical approach in daily reading.

Hughson, Ruth. "Stimulating Interest through Magazine Reading." XLII (Nov. 1953), 462-463. (RT)
Articles selected by members of a tenth grade English class from *Reader's Digest, Coronet, Pageant,* and other small magazines used to study punctuation, to practice reading, writing, speaking, and listening.

Kiley, Frederick S. (ed.). "The Magazine in the Classroom." LI (Mar. 1962), 214-215. (PA)
Comments on *Time, Reader's Digest, Ladies' Home Journal, Atlantic* and *Harper's, Life* and *Look;* the "important feature" is criticism of content and evaluation in terms of mature human values.

Piper, Francis K. "Condensing Magazine Articles for Tape Recording." XL (Apr. 1951), 222-224. (RT)
Venture in tape recording that involved considerable pupil participation.

Rugg, Martin. "A Reading Beachhead against TV." XLIII (Dec. 1954), 521-522. (RT)
Presents a plan which makes desirable magazines available for sale in school stores, thereby establishing good adult reading and buying habits.

Shepherd, Edith E. "How to Interest Students in a Variety of Better Magazines." XXXVIII (Oct. 1949), 444-447.
General outline of one teacher's approach to teaching the magazine to fifteen year olds with an average I.Q. of about 130.

Wagner, Helen R. "Making Use of Your Magazines." XXXV (Feb. 1946), 104-105. (RT)
Suggestions for promoting wider use of the magazines in the school library.

Willis, Veronica. "Magazine Production Can Be Simplified." LI (Feb. 1962), 120-122. (ST)
A creative writing magazine can be produced easily by using the skills of several departments such as business, art, and English.

## Mailer, Norman — 174

Goldstone, Herbert. "The Novels of Norman Mailer." XLV (Mar. 1956), 113-121.
*The Naked and the Dead, Barbary Shore,* and *The Deer Park* are successively and critically examined, and Mailer's work as a whole is then appraised for power, range, and weakness.

## Mandeville, Bernard — 175

Preu, James A. "Private Vices–Public Benefits." LII (Dec. 1963), 653-658, 692.
Describes the satire of Bernard Mandeville. He defended "luxury," denounced the "charity schools," argued that "even criminals promote the general welfare," believed that "in his natural savage state, man was completely selfish," and contended that the "origin of morality" was political, not religious.

## Mann, Thomas — 176

Frederick, John T. "Thomas Mann and 'Joseph the Provider'." XXXIII (Sept. 1944), 343-348.

An analysis of a significant author who has retold for today the story thousands of years old of the search for God and for man—and the finding.

Mann, Thomas. "A Message from Thomas Mann." XXXV (June 1946), 287-288.

Brief note on value of literature.

## Marquand, J. P. — 177

Gordon, Edward J. "What's Happened to Humor?" XLVII (Mar. 1958), 127-133.

Contains references to *The Late George Apley.*

Van Nostrand, Albert D. "After Marquand, the Deluge." XLVIII (Feb. 1959), 55-65.

Deals with five widely read novels, for the study of which *Point of No Return* offers the point of departure.

___________. "Fiction's Flagging Man of Commerce." XLVIII (Jan. 1959), 1-11.

Compares Marquand's *Point of No Return* with Howells' *The Rise of Silas Lapham.*

## Mass Media — General — 178

Allen, Harold B. "Mass Pressure on Radio and Journalism." XXXVIII (Oct. 1949), 447-453.

Stresses need for making students recognize pressure group propaganda in communications media.

Boutwell, William D. "Education for the Age of Communication." XLVII (Mar. 1958), 138-143.

Today's youth must be taught how to cope with the problem of communication by mass media; suggests case study in comparative communication.

___________. "What Can We Do about Movies, Radio, Television?" XLI (Mar. 1952), 131-136.

Believing present communications revolution to be as important as industrial revolution, the author appeals to teachers and students to send their views to sponsors of programs.

Cox, Mary Hodge. "Brotherhood: Pattern for World Peace." XXXVII (Sept. 1948), 358-361.

English and social studies teachers built a project around the theme of brotherhood. By the use of mass media materials and class discussion, a lively program developed.

Hazard, Patrick D. "Behind the Tinsel Curtain." XLV (Mar. 1956), 134-137, 144.

Mediocrity in mass media should stimulate constructive criticism in the classroom.

Jacobson, Frank B. "Two-Ring Circus in Mass Media." XLIV (May 1955), 280-283.

Two senior-level courses in mass media: one with emphasis upon critical use of mass media for information and entertainment in adult living, the other with emphasis upon mass media as sources of experience and ideas for writing and as aids to future learning.

LaBrant, Lou. "How Can We Make the Newer Resources Available?" XLII (Feb. 1953), 79-84.

A discussion of some of the then newer resources in TV, motion pictures, etc., available to teachers.

Maloney, Henry B. "Stepsisters of Print: The Public Arts in the High School English Class." XLIX (Nov. 1960), 570-579.

Traces attitudes toward mass media as reflected in the *English Journal*, 1914-1960, and recommends greater use of mass communication materials in the high school English program.

Nevi, Charles N. and Hoffine, Lloyd. "We Can't Ignore the Mass Media." LI (Nov. 1962), 560-564.

Suggests inclusion of study of the mass media in high school program.

Roody, Sarah I. "The Effect of Radio, Television, and Motion Pictures on the Development of Maturity." XLI (May 1952), 245-250.

Urges English teachers to request programs that will help students solve problems, portray minority groups favorably, and encourage adult behavior and broadened interests.

## Mass Media —
## Motion Pictures — 179

Boutwell, William D. "Motion Picture Evaluation." XLII (Sept. 1953), 336. (RT)

Question outline for use in evaluating motion pictures.

Braddock, Richard. "Films for Teaching Mass Communication." XLIV (Mar. 1955), 156-158, 167.

Nineteen films described and recommended for their usefulness.

Callenbach, Ernest. "Towards a Serious Tradition of Film Criticism." XLVIII (Mar. 1959), 161-162. (PA)

A description of the objectives and aspirations of the magazine, *Film Quarterly*, by its editor.

Cox, Olivia M. "A Project on 'Democracy in Motion Pictures'." XL (Mar. 1951), 169-170. (RT)

Sophomores with reading ability from seventh to twelfth grade and I.Q.'s 77 to 129 discuss movies and magazine articles and get responses to their letters from Eric Johnston and Norman Cousins.

Frazier, Alexander. "Film and Book: What Is Their Common Ground?" XXXVII (Apr. 1948), 175-182.

Suggests five approaches (with rich film-name illustrations) to the problem of utilizing fully the films then available for joining book and film.

Herzberg, Max. "Cinema Syndrome." XXXV (Feb. 1946), 83-86.

Outlines five numbered causes of misunderstanding which prevent a full realization of cinema values in the educational process.

Kenny, Rita J., and Schofield, Edward T. "Motion Pictures and Filmstrips for English." XXXIX (Feb. 1950), 90-96.

Annotated list under the following headings: English Literature, American Literature, Literature of Other Lands and Times, Books and Libraries, Biography, and Directory of Producers.

Knight, Arthur. "Types, Stereotypes, and Acting in Films." XLII (Oct. 1953), 361-366, 390.

Traces origin and development of the "star system." Notes differences between acting on the stage and in a motion picture. References to particular movies and actors.

Macgowan, Kenneth. "The Film Director's Contribution to the Screen." XL (Mar. 1951), 127-134.

The director's significant role in the production of motion pictures; includes names of directors and of their pictures.

Macrorie, Ken. "The Movies Don't Move." XLI (Nov. 1952), 474-479.

Critique of films in such areas as "significant movement projected powerfully," spectator reaction, and "startling and sympathetic" symbols.

Mallery, David. "The Movies and the English Program." XXXVII (Mar. 1948), 148-150. (RT)

The author deplores the barrier between the secondary school study of literature and the "entertainment" motion picture and cites important purposes for schooltime study of motion pictures.

Schary, Dore. "'Literature and the Screen." XLIII (Mar. 1954), 135-141.

A defense of movie makers, with emphasis upon the successful translation to the screen of a long list of recognized English and American classics.

Schreiber, Robert E. "Literary Works for the Educational Screen." XXXVI (Jan. 1947), 29-34.

A list of 16 mm. films produced in Hollywood that were then available for school use as rentals.

Yetman, C. Duncan. "Motion Picture Appreciation and School Composition." XLI (Nov. 1952), 488-491.

Refers to use of the productions of Teaching Film Custodians, Inc.

## Mass Media — Radio — 180

Boutwell, William D. "Radio—'Industry' or 'Art'?" XXXVIII (Nov. 1949), 525-526. (RT)

Attempts to define the role of radio via definitions of "art" and "industry."

Dunn, Anita. "Experimental Teaching in Radio Listening." XXXVIII (Apr. 1949), 194-197.

An experiment in radio listening which the objects of the experiment called "The Sophomores Size Up the Soap Opera."

Grey, Lennox. "Radio—A Means, Not an End." XL (Mar. 1951), 144-149.

Discusses ways to balance radio among other current English materials; suggestions of effective use at various levels.

Gruber, Frederick C. "Out-of-School Radio Listening Habits of High School Students." XXXIX (June 1950), 325-327.

Results of survey of radio listening habits of 349 "cross-sectioned" high school students in the Philadelphia area by the Pennsylvania University class in "Radio in Education."

Horn, Gunnar. "Radio Journalism." XXXIV (May 1945), 257-260.

High school journalism can no longer neglect mass media newswriting.

Larrabee, Carlton H. "Radio, a Public Servant." XXXVIII (Feb. 1949), 92-94.

Suggests ethical and social responsibilities of radio and the role of the school in making listeners critical.

Novotny, Lillian. "NCTE Radio Awards Project." XXXV (Mar. 1946), 149-152.

Proposals for recognizing outstanding programs—with "suggested outlines for class discussion" and "criteria for evaluation."

Rachford, Helen Fox. "Developing Discrimination in Radio Listening." XXXIII (June 1944), 315-317.

Suggestions for helping students to evaluate programs and to demand better ones.

Raymond, John C., and Frazier, Alexander. "Daytime Serials as Laboratory Material." XXXVIII (Dec. 1949), 563-567.

Description of use of soapbox drama in teaching appreciation of literature. Includes results, opinions of students, and bibliography.

Saunders, Katharine M. "Among Ourselves." XXXVIII (Jan. 1949), 33-37.

Suggests school use of modern communications media (specifically radio) to present ideas and ideals—with short list of available scripts.

Tyler, Tracy F. "English and Radio Today." XXXV (May 1946), 272. (RT)

Appeal to schools to improve radio programing—a useful education instrument.

## Mass Media — Television — 181

Anker, Lieber. "Television, Here I Come." XL (Apr. 1951), 218-220.

Results of tenth grade English teacher's questionnaire on television watching used as spur to find ways and means of making units on the classics compete favorably with video's attraction.

Besco, Galen S. "Television and Its Effects on Other Related Interests of High School Pupils." XLI (Mar. 1952), 151-152. (RT)

Majority of 223 tenth, eleventh, and twelfth grade students report on questionnaire that average 16.8 hours viewing each week has no effect on their reading interests.

Brunstein, James J. "Ten Uses for Commercial Television in the English Classroom." XLVII (Dec. 1958), 566-569.

Areas in which TV can effectively be used as a learning device in English, including grammar, writing, drama, culture, and technique.

Forsdale, Louis (ed.). "Adapting Literary Materials to Television, Part I." XLIV (Dec. 1955), 513-520.

A report of a symposium of four members of the television industry and six members of the NCTE Committee on the Study of Television, Radio and Film; specific examples.

__________. "Adapting Literary Materials to Television, Part II." XLV (Jan. 1956), 18-25.

Continuation of the dialogue version of a symposium on this subject conducted at Teachers College, Columbia University.

Forsdale, Louis, and Sterner, Alice. "A Television Award." XLIII (Dec. 1954), 520-521. (RT)

Explains the plan by which an award for television drama in 1955 was to be made.

Goldstein, Miriam. "Humanities through Television." XLIX (Apr. 1960), 250-255.

A report on the use of a TV pilot course, "An Introduction to the Humanities." Teacher and students were favorably impressed with this series produced under a grant from the Fund for the Advancement of Education.

Hainfeld, Harold. "Reporting Events from Television." XLII (Oct. 1953), 395. (RT)

Suggests possible TV programs suitable for English and journalism classes: U.N. meetings, political conventions and campaigns, sporting events, etc.

Holman, Alfred P. "Two for the Money: The Current British Television Scene." L (Dec. 1961), 635-637. (PA)

Discusses programs offered by BBC-TV and Independent-TV. Gives fresh insight into a system different from that in the U.S.; suggests that Americans may have praised recklessly all British television on the basis of a few programs selected from the very best.

Kaplan, Milton A. (ed.). "Television Drama: A Discussion." XLVII (Dec. 1958), 549-561.

NCTE committee discussion between representatives from the television industry and teachers of English held at Columbia University. Television is to be considered a distinct literary form with its own rules and characteristics and with opportunities for actor and writer and for the growth of an active and informed audience.

Kiley, Frederick S. (ed.). "Light from the Darker Hours." L (Sept. 1961), 438-439. (PA)

Television supplements and extends classroom activities into the home, thus sustaining close relationship between classroom and life outside.

____________. "Teaching Guide for *Twelfth Night.*" XLVI (Dec. 1957), 582-585.

Suggestions for heightening critical insight of students preceding the NBC-TV production of *Twelfth Night.* With or without the film, the "Topics for discussion" are of value, as is much of the article itself.

Marder, Louis. "An Age of Kings." L (Nov. 1961), 566-568. (PA)

Suggests importance of the television Shakespeare series; should create great impact upon the minds of students fortunate enough to see it. Represents television at its best and teachers should exert influence to bring it to their areas. Synopses of plays and paperback TV text available.

Marshall, Mariann. "Child and the Channel." XLVI (Dec. 1957), 551-555, 569.

Conclusions from a three year study of 12 and 13 year old viewers of television. Lists good and bad results concerning favorites, dislikes, and relation to family life.

Steinberg, Erwin R. "Television and the Teaching of English." XLIX (Oct. 1960), 484-485. (ST)

Suggests a unit on television dramas to develop critical abilities and understanding of mass media.

Stengel, Stuart. "What Is the High School Teacher of English Doing about Television?" XLIII (Mar. 1954), 120-124.

Persuasive argument for using television to provoke active response and reaction which one must bring to everything if he is to grow and develop.

Whittaker, Charlotte C. "Television and a Senior Literature Program." XLIII (Apr. 1954), 183-186.

Describes the use of current popular sources, specifically selective televiewing, as a bridge from the world of the teenager to great literature of the past and to the worthwhile of the modern.

Willens, Anita J. "TV—Lick It or Join It?" XLIX (Dec. 1960), 639-640. (ST)

Procedure for improving the level of TV listening.

See also Audiovisual and Public Arts.

## Materials —
## Free and Inexpensive — 182

Searles, John R. "Sources of Free and Inexpensive Material for Teachers of English." XLIV (Oct. 1955), 404-410.

Valuable references grouped under these headings: Source References; Books and Magazines; and Pictures, Maps, and Films.

____________. "More Sources of Free and Inexpensive Material." XLV (Sept. 1956), 345-349.

First supplement to the list published in the Oct. 1955 *English Journal.*

____________. "More Sources of Free and Inexpensive Materials." (Sept. 1957), 347-352.

The series is continued under this title annually, along with the information that reprints of the annual list are available from NCTE. The location of the remaining numbers of the series, accordingly, are printed without annotation.

____________. "More Sources of Free and Inexpensive Materials." XLVII (Sept. 1958), 354-360.

___________. "More Sources of Free and Inexpensive Materials." XLVIII (Sept. 1959), 326-331.

___________. "More Sources of Free and Inexpensive Materials." XLIX (Sept. 1960), 418-424.

___________. "More Sources of Free and Inexpensive Materials." L (Sept. 1961), 420-427.

___________. "More Sources of Free and Inexpensive Material." LI (Sept. 1962), 424-431.

___________. "More Sources of Free and Inexpensive Material." LII (Sept. 1963), 454-461.

## Maugham, W. Somerset — 183

Ross, Woodburn O. "W. Somerset Maugham: Theme and Variations." XXXVI (May 1947), 219-228.

Describes the basic ideas of W. Somerset Maugham and their development, then comments critically on their value.

## Melville, Herman — 184

Bluefarb, Sam. "The Sea—Mirror and Maker of Character in Fiction and Drama." XLVIII (Dec. 1959), 501-510.

Melville's *Moby Dick* serves among other sea masterpieces to illustrate the theme of the article.

Carpenter, Frederic I. "Herman Wouk and the Wisdom of Disillusion." XLV (Jan. 1956), 1-6, 32.

Treatment of basic human problems in Wouk's novels compared with Melville's treatment in "Billy Budd."

Ryan, Lawrence V. "The Literature Course for Secondary School Teachers of the Commission on English." LI (May 1962), 313-319, 326.

A significant part of the article is concerned with college student interpretation of a passage from Melville—with inferences for secondary level teaching.

Wagenknecht, Edward. "Our Contemporary, Herman Melville." XXXIX (Mar. 1950), 121-128.

Examines Melville's narrative works of fiction for psychological attitudes which illuminate experience for twentieth century readers, and the uncertainties with which they have emphathy.

## Michener, James — 185

Havighurst, Walter. "Michener of the South Pacific." XLI (Oct. 1952), 397-402.

The article is a critique of Michener—the latest of a distinguished line—based on *Tales of the South Pacific, The Fires of Spring*—Pennsylvania locale, *Return to Paradise,* and *The Voice of Asia.*

## Milton, John — 186

Crawford, Marie S. "The War and J. Milton." XXXV (Apr. 1946), 214-215. (RT)

Relates encouraging experience in teaching Milton.

Henry, George H. "Dialogue on Teaching Milton." XXXIV (Dec. 1945), 536-540.

To teach Milton effectively, the teacher must have a real feeling for what Milton is saying.

## Monsarrat, Nicholas — 187

Jarrett, Thomas D. "The Talent of Nicholas Monsarrat." XLV (Apr. 1956), 173-180.

A discussion of Nicholas Monsarrat's works as a whole, and then specifically *The Cruel Sea, The Story of Esther Costello,* and *Castle Garac.*

## Motion Pictures — 188

See Mass Media and Audiovisual.

## Motley, Willard — 189

Jarrett, Thomas D. "Sociology and Imagery in a Great American Novel." XXXVIII (Nov. 1949), 518-520.

The author examines the imagery of *Knock on Any Door* in relation to the social determinism it expresses.

## National Council of Teachers of English — General — 190

(With selected recent Counciletters)

Adams, Harlen M. "Proposals for 1953." XLII (Mar. 1953), 137-141.

A series of four proposals for the NCTE in the coming year. Mention given to growth, increased membership, public relations, and executive management.

Allen, Harold B. "The Golden Anniversary Year." L (Dec. 1961), 572-575.

A separately titled Counciletter which chronicles the achievements "in a good year by the Council."

___________. "The Winds of Change." LII (May 1963), 380-381.

The merging in one NCTE member's active career of two themes: "professional unity through cooperative organization" and considering "language as content."

Broening, Angela M. "*The English Language Arts in the Secondary School*: An Overview." XLV (Oct. 1956), 406-409.

Discusses the content resulting from the ten year cooperative study by a special commission to produce this third volume of the NCTE Curriculum Series.

Carlsen, G. Robert. "Counciletter." L (Mar. 1961), 212-214.

Communication of general interest on imminent NCTE problems: defining the subject English, training and accreditation of teachers, inequality of educational opportunity, censorship, and changing patterns of communication.

___________. "English in the Trenches." LII (Apr. 1963), 305-307.

Over "a hundred observations of instruction from grade two through grade twelve" as caution and as stimulant to "look realistically to the actual situation" in the schools. Separately titled Counciletter.

Center, Stella S. "The Council's Awareness of Reading." XXXVI (Mar. 1947), 141-142.

Report of 1946 NCTE convention impressions: stresses Council awareness for improving basic reading skills.

Cook, Luella B. "The Case of the Loaded Questionnaire." XLIX (May 1960), 317-320.

Report of NCTE Committee on Evaluation of Pupil Performance in reply to a May 1959 invitation "to participate in a nationwide poll of teacher opinion related to the moot question of standards."

___________. "The President Reports." XLV (May 1956), 223-226.

Report of the NCTE official representation at the UNESCO and White House Conferences of 1955.

Dawson, George. "Highlights of 'A Charter for English'." XXXIX (June 1950), 332-333. (RT)

Excerpts from "a statement on the nature of language and literature as a basis for modern teaching of English"—by the chairman of the Unmet Needs Committee.

Frease, Forrest W. "A Note on 'New Help for an Old Task'." XLII (Feb. 1953), 93-94. (RT)

An objection to the article in the Sept. 1952 issue where teachers voiced opinions on the first volume of *The English Language Arts,* with particular discussion on chapter entitled "A Modern View of Grammar and Linguistics."

Hatfield, W. Wilbur. "A Quick Look Back." XLIX (Nov. 1960), 517-519.

Points out changes in English teaching: 1911-1960—Golden Jubilee of NCTE. Improved texts, subject matter, activities, and spirit of instruction have improved from sharing insights and pedagogic results.

___________. "Farewell!" XLIV (May 1955), 288-289.

Thoughts on relinquishing the editorship of the *English Journal.*

___________. "Our Duty Now." XXXIX (Nov. 1950), 518-519.

Editorial consideration for teachers at a time the advocates of dictatorship seemed to be winning the battle for the minds and hearts of the majority of the world's population.

Hook, J. N. "The National Council Looks Ahead." XLIV (Jan. 1955), 1-9.

Three areas in which the Council's strength grows markedly: research, providing more helps for individual teachers, and improving professional spirit.

Neville, Mark. "Some Observations of the Annual Meeting." XXXVI (Mar. 1947), 142-143.

Report of various aspects of the 1946 convention meeting.

Norton, Carrie Belle Parks. "Two Abstracts." XXXVI (Mar. 1947), 145-146.

Impressions at 1946 convention concerned with contemporary world conditions.

Rosenblatt, Louise M. "Foreword." XXXV (June 1946), 285-287.

Guest editor's introduction to distinguished contributors to a special issue.

Russell, David H. "Research in English—Dynamic or Deluding?" LI (Mar. 1962), 216-218.

*Tomorrow's Illiterates, What Ivan Knows That Johnny Doesn't,* and more homely examples to show need of "the incorporation of more of the research point of view into our individual reading, speaking, and thinking." A separately titled Counciletter.

Shockley, Martin Staples. "After Forty." XLIII (Nov. 1954), 445-450.

An appraisal of NCTE and its functions as a professional organization in its fortieth year.

Squire, James R. "Counciletter." L (Sept. 1961), 434-437.

Foresees NCTE action in the 1960's to lie in the areas of "a redefinition of the essential content of English," in a concern for "better articulation in English," for "the teaching of English as a second language," and in "efforts to improve teaching conditions and professional standards in English."

Strickland, Ruth G. "Counciletter." L (Apr. 1961), 287-288.

Comment on three publications "to stimulate and challenge the thinking of English teachers": Report on the President's Commission on National Goals, the *Life* symposium on *The National Purpose* and *The Process of Education* by Dr. J. S. Bruner.

____________. "Counciletter." LI (May 1962), 351-352.

An evaluation of the work of the Council in its anniversary year–conclusion is that the Council has much to offer, presently and in the future.

Withers, Samuel. "Teaching English for What?" XXXVI (Mar. 1947), 144-145.

Report of speakers who discussed literature at the 1946 convention.

## National Council of Teachers of English — Presidential Addresses — 191

Adams, Harlen M. "Transition and Renascence." XLIII (Feb. 1954), 65-70, 74.

President's address at Los Angeles reviews progress of NCTE and program for 1953 with proposals for broader and more specific coordinated activities within the organization: discriminating balance between content and method; renewed interest in spiritual values.

Allen, Harold B. "With New Endeavor." LI (Feb. 1962), 71-78.

The presidential address delivered in Philadelphia on November 23, 1961, discussing the fact that implications of the new findings in linguistics should become more strongly felt in English programs.

Carlsen, G. Robert. "The Way of the Spirit and the Way of the Mind." LII (Feb. 1963), 75-80.

Presidential address delivered at the Miami annual meeting. The study of English hangs between two poles: mind and spirit. Greece once achieved a balance. The investigative and the scholarly are ways of the mind; momentary flashes of insight into human life or into self partakes of the spirit. Not oscillation between the two, but balance, must be the English teacher's aim.

Cook, Luella B. "Man's Reach Should Exceed His Grasp." XLVI (Feb. 1957), 73-78.

Presidential address, 1956 NCTE convention at St. Louis, stressing the "inner balance" required of teachers "to believe in the goal, the ideal, yet still to be compassionate" toward "struggle, growth – even failure."

Farmer, Paul. "And This Our Life." XLI (Feb. 1952), 57-64.

NCTE convention address at Cincinnati: the author exhorts teachers of English to take a critical look at themselves in relation to their times in the hope of acquiring "the Godlike magic of seeing 1000 years as a day and a day as 1000 years."

Gerber, John C. "The Greater Struggle Necessary." XLV (Feb. 1956), 59-65, 102.

Presidential address at New York convention. Justification of teaching only by practicality, inappropriate use of scientific methodology, and sentimental individualized training call for "the greater struggle" to keep English the last bastion for "encouragement of independence in thought and judgment."

Grey, Lennox. "Perspectives in 1952." XLII (Feb. 1953), 63-71.

President's address at the Forty-second Annual Meeting of NCTE in Boston. A listing of some of the recent accomplishments and of goals to be achieved.

Harris, Brice. "Act Well Your Part." XLVIII (Mar. 1959), 115-122.

Presidential call at Pittsburgh convention to the membership and to teachers of English everywhere to "decaricature" the public conception of the language arts instructor and unite forces on all levels of the school system to create the leadership the profession needs.

Mackintosh, Helen K. "The World of the English Teacher." XLVII (Mar. 1958), 111-117.

Presidential address at the Minneapolis convention of NCTE in 1957. In a world of change, the teacher of English is one of the best fitted to build relationships with the young for the widening world of the individual.

Mersand, Joseph. "English Meets the Challenge." XLIX (Feb. 1960), 61-74, 107.

Presidential address at Denver wherein eight numbered challenges are discussed, including the importance of the subject, individual differences, and accomplishment in reading and writing.

Neville, Mark. "For Mortal Stakes." XL (Feb. 1951), 72-79.

Presidential address at Milwaukee in which English is declared the foundation of the whole design of education; adequately prepared teachers must impart the knowledge of the mother tongue and the knowledge of the native language as the means to understand freedom, duty, and responsibility for bringing about the peaceable brotherhood of man.

Pollock, Thomas Clark. "English for Maturity." XXXVIII (Feb. 1949), 66-72.

Presidential address at Chicago on role of language and literature in light of the aims and needs of education.

Sheridan, Marion C. "Beyond Fancy's Dream." XXXIV (Feb. 1950), 57-64.

Presidential address in 1949 at Buffalo convention. Rephrases hopes of English teachers for developing "creative side" of many whose dignity can be respected and who can grow emotionally as well as intellectually, despite tendency of present age to degrade man and submerge the individual.

Strickland, Ruth G. "What Thou Lovest Well Remains." L (Feb. 1961), 71-80.

Golden anniversary presidential address in Chicago which expresses 1961 concern for an articulated program of English from kindergarten through college with particular emphasis on some of the early stages of such a program.

## Newspaper — 192

Andrews, Katherine. "A 3B Class Studies the Newspaper." XXXV (Nov. 1946), 497-500.

Outlines a high school unit in newspaper teaching with study questions.

Holman, Alfred P. "The Newspaper as Textbook." LI (Feb. 1962), 146-147. (PA)

On integrating newspapers into the freshman (college) program to encourage a close examination of accounts and opinions of world happenings when they occur.

Mary, Sister Anthony, I.H.M. "Detroit Girls Study the Newspaper." XXXVI (May 1947), 254-256.

Discusses experience in writing based on reading and analysis of newspapers.

Sobotka, Mildred. "Oh, No! Not *Another* Theme!" XXXVII (May 1948), 253. (RT)

A teacher describes the use of newspaper headlines and advertisements to motivate writing.

Turgeson, Anna J. "Learning to Read Newspapers with Discrimination." XXXVIII (Nov. 1949), 522-523. (RT)

Outlines course for reading newspapers with sense of their purposes and values—with relevant questions for testing.

Varner, Marian G. "Students Discover Newspapers." XXXIX (Sept. 1950), 391-392. (RT)

Describes activities of a unit entitled "How to Read a Newspaper."

## Novels and Novelists — 193

Bode, Carl. "The Buxom Biographies." XLIV (Feb. 1955), 65-69.

The development of the biographical novel as a genre, with particular reference to Harnett Kane and Irving Stone.

Crabbe, John K. "On the Playing Fields of Devon." LII (Feb. 1963), 109-111.

A review of John Knowles' 1959 novel *A Separate Peace*: its similarity to other novels, and problems involved in its teaching.

Frederick, John T. "Costain and Company: The Historical Novel Today." XLIII (Apr. 1954), 169-174, 182.

Manifestations of the historical novel and some reasons for its recurring popularity and wide acceptance; defines two types: drama and spectacle.

Herron, Ima Honaker. "Changing Images of the American Small Town: *Fair Verna* to *Peyton Place*." XLVII (Dec. 1958), 537-548.

Marked by "convention and revolt," small town life in American literature is reviewed by author and book: colonial village, the frontier, the more recent.

Little, Gail B. "Three Novels for Comparative Study in the Twelfth Grade." LII (Oct. 1963), 501-505.

Discussion of the possibilities of comparative study in the twelfth grade of three important American novels, *Huckleberry Finn, The Catcher in the Rye*, and *Intruder in the Dust*.

Marcus, Fred H. "*Cry, the Beloved Country* and *Strange Fruit*: Exploring Man's Inhumanity to Man." LI (Dec. 1962), 609-616.

Consideration of the sociological novel through discussion and comparison of two well-known novels concerning race relationships.

Morris, Harry. "*The Pearl,* Realism and Allegory." LII (Oct. 1963), 487-495, 505.

A discussion of the allegorical subtly entwined with the realistic in this novel. Morris shows the way Steinbeck uses allegory to develop the story and to identify the characters with their environment.

Patterson, Emma L. "The Junior Novels and How They Grew." XLV (Oct. 1956), 381-387, 405.

Author of novels for teenagers traces the development of the junior novel, names authors and poses a challenge to future achievement in the genre.

Petitt, Dorothy. "The Junior Novel in the Classroom." LII (Oct. 1963), 512-520.

Discussion of the way classroom study of selected junior novels can bridge the gap between reading for enjoyment and the serious study of the classic novel. Some novels which would appeal to the junior high school student and be useful for study are listed.

Pierstorff, Marion B. "Promoting Critical Thought in the Study of Character Conduct in Literature." XLVII (Oct. 1958), 422-424.

Puts emphasis on character study in novels to promote depth. Presents a series of critical questions that can be used by the teacher who wants to make his students think critically.

Preu, James A. "The Tale of Terror." XLVII (May 1958), 243-247.

In discussing the antecedents of the current terror story, the author points briefly to *Castle of Otranto, Mysteries of Udolpho, Ambrosio the Monk, Frankenstein,* and other Gothic novels.

Schuster, Edgar H. "Discovering Theme and Structure in the Novel." LII (Oct. 1963), 506-511.

Harper Lee's *To Kill a Mocking Bird* used to lead a class to the discovery of the theme and structure of the novel. The class was familiar with the plot but were led to see the theme and how the plot was built.

Sheridan, Marion C. "Teaching a Novel." XLI (Jan. 1952), 8-14.

Recommends common reading experience as basis for study and discussion; technique illustrated by *The Return of the Native*.

Smith, Hugh L., Jr. "Jazz in the American Novel." XLVII (Nov. 1958), 467-478.

By comment and quotation, shows jazz treated in the American novel as "atmosphere," as "symbol to the musician," and as "symbol to the listener."

## *NOVELS AND NOVELISTS — 193*

Uzzell, Thomas H. "Modern Innovations." XXXIV (Oct. 1945), 411-417.

Scientific discoveries in recent years have given rise to the novel of physical realism, psychological realism, and biological realism.

____________. "The Novel That Says Something." XLVII (May 1958), 255-258.

A plea that novelists "grapple with social reality" in novels "to help us possess our souls," and, by citing names, a dim view of today's best sellers.

See also Literary Criticism and individual authors by name.

## O'Connor, Flannery — 194

Friedman, Melvin J. "Flannery O'Connor: Another Legend in Southern Fiction." LI (Apr. 1962), 233-243.

Appraisal and analysis of Flannery O'Connor's "Southern gothic" fiction—with short treatment of specific works in the novel and the short story.

## O. Henry — 195

See Porter, William Sidney.

## Oral English — 196

Brigham, R. I. "The Cooperative Oral Theme." XXXVI (Dec. 1947), 527-530.

Discusses technique of cooperative oral theme production, and points out advantages of self-correction and self-teaching.

Ebbitt, Paul F. "Drama for Slow Learners." LII (Nov. 1963), 624-626. (ST)

Reading plays aloud by a class of seniors of low reading ability produced more enduring values than drills on the mechanics, spelling lists, or vocabulary drills.

Force, William M. "Plays Should Be Heard in the Classroom." LII (Mar. 1963), 206-208. (ST)

Contends that if "a play is worth reading, it is worth reading aloud."

Haugh, Oscar M. "The English Teacher as Teacher of Speech." XLIV (Apr. 1955), 205-210.

Responsibility of the English class for instruction in oral communications and for providing numerous speaking experiences if all students are to use oral language effectively and confidently.

McWeeney, Anne M. "The Bugaboo of Oral Themes." XXXVII (May 1948), 254-256. (RT)

A teacher describes in detail a procedure for motivating oral reports, a procedure designed to increase class participation, to give speakers confidence, and to help pupils appreciate the abilities and talents of their fellow students.

Parry, Jessie. "Student Broadcasts." XXXVIII (Dec. 1949), 585-586. (RT)

Scheduled broadcasts on the school public address system dramatized the need and incentive to communicate clearly.

Powell, Eugene. "Oral English with a Purpose." XLV (Oct. 1956), 416-417. (ST)

Group motivated discussion of *The Tale of Two Cities.*

Zollinger, Marian, and Dawson, Mildred A. "Evaluation of Oral Communication." XLVII (Nov. 1958), 500-504.

Presents two specific methods for evaluating oral communication in the classroom.

## Orwell, George — 197

Harkness, Bruce. "The Lucky Crowd—Contemporary British Fiction." XLVII (Oct. 1958), 387-397.

The writing of Orwell mentioned in an analysis of contemporary British fiction.

## Outlining — 198

Chase, Naomi C. "Outlining—An Aid to Logical Expression." XXXVIII (Apr. 1949), 201-203.

Traces outlining skills from most obvious to the more subtle; stresses orderly expression as the goal.

Stephenson, O. W. "Two Unique Teaching Methods." XXXIII (Apr. 1944), 200-202.

The value of using lists of key words and expressions and incomplete outlines in teaching high school students.

## Panel Discussions — 199

Cascioli, Arthur. "Panel Discussions and Verbal Emancipation." L (Dec. 1961), 629, 641. (ST)

Describes a successful experiment based on a weekly panel discussion program to encourage the growth of oral skills.

See also Speech Arts (Discussion, Class and Group), Clubs and Committees.

## Paperbacks — 200

Alm, Richard S. "'Revised and Edited'—A Closer Look." XLV (Mar. 1956), 147-148. (ST)

Plea for more careful examination of novels which have been "revised and edited"—after reading both original and emasculated versions of Irving Shulman's *Cry Tough!*

Bruell, Edwin. "The Paperback Comes to Bremen High." LI (Jan. 1962), 33-38.

Describes a carefully planned program for using paperback books in a high school English program.

Frederick, John T. "The Quarter Books." XXXVII (Apr. 1948), 215-221.

Early recognition of the value of the paperback—with the suggestion that the low priced volumes might be used as classroom tool.

Maher, Katherine U. "Try Pocket-Sized Books to Stimulate Reading." XXXVII (Oct. 1948), 421-422. (RT)

The author describes a successful experience with using pocket-sized books to encourage reading.

Mirrielees, Edith R. "The Pocketbooks Move Forward." XLIII (May 1954), 223-230.

Thoughtful, interesting evaluation of the "pocket magazine" as opportunity for keeping abreast of contemporary essay and fiction.

Rugg, Martin. "Youth Pockets the Pocket Edition." XXXVII (May 1948), 257-258. (RT)

A detailed plan is presented for stimulating reading through the use of paperbacks.

Shostak, Robert. "Meet Me at the Fair." XLVIII (Feb. 1959), 83-84.

American English Club Book Fair; sold 1000 paperbacks and promoted a host of student activities, cultural and administrative.

Harriet, Sister M., O.S.F. "Let's Use the Paperbacks." XLVI (Apr. 1957), 202-204.

Lists classics available in 35 or 50 cent paperbacks for senior English. Tells methods of class use and cites significant results.

Warner, John F., Jr. "Anthologies in the High School Classroom?—Never!" XLVIII (Oct. 1959), 382-387.

Offers the paperback as a solution to the problem of inadequate anthologies, which lack worthwhile literature and contain irrelevant illustrations.

Zamchick, David. "Paperback Buying Patterns." XLIX (May 1960), 336-340, 371.

One year study of the buying pattern of four English classes; concludes that popular buying patterns do not reflect the taste of individuals accurately.

____________. "Problems in Paperback Publishing." XLVII (Dec. 1958), 562-565.

Panel discussion on the paperback market: distribution, reprints, nonacademic literature, bindings, paper, policy on cover.

## Parents — 201

Campbell, Emma Mellou. "A Written Excuse from Home." XXXIX (May 1950), 275-276. (RT)

Suggests the signature of parents to pupil-written excuses as guarantee of honesty and candor.

Divine, Roscoe H. "Why Not Share Poetry with Parents?" XXXIII (Sept. 1944), 381-382. (RT)

Response from pupils and parents to a scheme for familiarizing parents with the aims and content of poetry.

Nagelberg, N. M. "Improving English Instruction through Parent Aid." XXXIV (Feb. 1945), 94-95. (RT)

An outline for parent cooperation in English and speech, with some guiding helps.

Van Vliet, Florence L. "Assignments for Parents." XXXVIII (Mar. 1949), 158-159. (RT)

Short account of parent-participation in students' academic work. Includes examples of communication with parents.

## Participle — 202

Roody, Sarah I. "Participles at Work." XLI (Feb. 1952), 94-95. (RT)

Participles are useful in condensing sentences and for subordinating ideas; they identify the person(s) to whom the action occurs.

## Pasternak, Boris — 203

Oldham, Janet. "*Dr. Zhivago* and *Babbitt*." XLVIII (May 1959), 242-246.

Comparison of the two novels reveals similar denunciation of social conformity, but differing views on human beings, nature, respect for homelife, and philosophy.

## Paton, Alan — 204

Marcus, Fred H. "*Cry, the Beloved Country* and *Strange Fruit*: Exploring Man's Inhumanity to Man." LI (Dec. 1962), 609-616.

Paton's novel on race relationship in consideration of the sociological novel.

## Play Production and Writing — 205

Arnold, Elizabeth McDaniels. "No More Hurly-Burly." XLI (Jan. 1952), 37-38. (RT)

Student adeptness at selecting personality types for the various roles in plays they wrote and staged.

Burnett, Beatrice. "Traveling Salesman of English: Dramatic Activities in the Classroom." XLVI (Feb. 1957), 79-83.

Model teacher in inservice program guides dramatic activities in ninth and eighth grade productions.

Donahue, Rosemary S. "Adventure in Sensibility." XLI (Jan. 1952), 31-33.

Ninth graders with high reading scores wrote and presented an original dramatization for pupils in grades four to eight.

Funk, Henry, and Early, C.L.S. "Hints for the Beginning Director of Plays." XXXVI (Dec. 1947), 539-540. (RT)

Helpful suggestions for the production of school plays.

Hedden, Caryl G. "The Devil Take It." XXXVI (Feb. 1947), 94-95. (RT)

Practical idea for inserting a character into a play to add zest and charm.

Phelps, Frances Brownell. "Mrs. Wiggs in the High School Patch." XXXIX (Mar. 1950), 161-163. (RT)

Describes dramatization of *Mrs. Wiggs and the Cabbage Patch*, for which script was written as an assignment in a high school composition class.

Pollock, John C. "English and Social Studies with Oomph." XLI (Sept. 1952), 371-372.

Eleventh grade gives picture of itself to township community through class-written drama.

Pomeranz, Regina Esther. "Creative Drama Club." XLI (June 1952), 303-306.

Procedure for eliciting the dramatic sense in junior high school pupils, which resulted in an adolescent problem play before a student-parent audience.

Samples, M. David. "First Problems in Play Directing." XXXVII (Nov. 1948), 455-462.

Choice of play, casting, publicity, scenery, rehearsal schedule, and other potential problems.

____________. "Production Problems in Play Directing." XXXVIII (Feb. 1949), 86-91.

Advice concerning dress rehearsals and public performance of school plays.

Stokesberry, Ruth. "Selecting Plays for Production." XL (Nov. 1951), 505-508.

Recommends the selection of good plays especially for inexperienced actors and teacher producers; lists about forty titles.

Trenbath, Mary Lou. "Dramatics in the Junior High School." XLVIII (Mar. 1959), 151-153. (ST)

Problems in play presentation in a junior high school successfully solved with the help of students, parents, and interested community leaders.

Turner, Minnie P. "Living through Early American Literature." XLV (Feb. 1956), 92-95.

Class dramatization of scenes from the American past for assembly program.

Williams, Mary Louise. "Casting the Fall Play." XXXIV (Sept. 1945), 391-392. (RT)

Value of educating parents when choosing pupils of ability but no confidence over the equally able but more self-confident when distributing roles for the school play.

## Poe, Edgar Allan — 206

Pugh, Griffith T. "Poe: An Induction." XLV (Dec. 1956), 509-516, 552.

Comprehensive treatment of the career, accomplishment, and high school teachability of Poe, the author who "is probably more frequently represented in school anthologies than any other American literary artist."

## Poetry — General — 207

Adams, Harlen M. "Poetry Should Be Heard." XLVIII (Apr. 1959), 206-207. (ST)

Advocates appreciation of poetry through oral rendition by pupil and teacher concentrating on meaning and techniques of interpretation.

Aimar, Caroline. "Flowers to the Bees." XXXV (Feb. 1946), 103-104. (RT)

Poetry made to appeal to the ears of eleventh grade slow learners.

Anker, Lieber. "By Boys for Boys." XXXIV (May 1945), 276. (RT)

A class of boys compiles a volume of verse entitled "Poems for Regular Fellows."

Ballard, Charles. "Humanizing the Poets." XXXIV (Apr. 1945), 217-218. (RT)

Introducing poets to classes by writing a poem on the poet's life.

Bens, John H. "'Miss Brownstone and the Good Gray Coach'—A Short Story." XLIV (Sept. 1955), 340-346.

The field was won with allusions to classical English titles and lines of poetry!

Briggs, F. Allen. "When Do We Begin Teaching Beatnik Poetry?" XLIX (May 1960), 311-315.

Contends that teachers cannot hope to comprehend or influence the minds of their charges if they refuse to use the language by which those minds think and communicate; by their ingenuity they can negate the nihilism of Beatism.

Brooks, Cleanth. "Irony and 'Ironic' Poetry." XXXVII (Feb. 1948), 57-63.

A discussion of the Brooks' concept of irony in poetry. The critic is willing to sacrifice the term "irony" to the concept that a poem is an "organism," for it is "the general concept of organic structure which has been revolutionary in our recent criticism."

Corbin, Richard. "Evaluating the Reading and Study of Poetry." XLVI (Mar. 1957), 154-157.

Testing of poetry study must be flexible and imaginative and in the knowledge that esthetic pleasure is valid; the final measure of perception is voluntary reading of unassigned poems.

Divine, Roscoe H. "Why Not Share Poetry with Parents?" XXXIII (Sept. 1944), 381-382. (RT)

Response from pupils and parents to a scheme for familiarizing parents with the aims and content of poetry.

Fegan, George R. "Haiku in the Classroom." L (Feb. 1961), 106-107. (ST)

Explains haiku poetry and its use to stimulate understanding, reading, and writing poetry.

Hallet, Mamie Lee. "Poetry Can Be Fun." XXXVIII (Dec. 1949), 580. (RT)

Brief account of a high school poetry festival.

Karp, Mark. "Is Poetry for the Gifted Only?" XXXV (May 1946), 256-259.

Suggestions for making poems significant to experience and emotions of young students generally.

Kearns, Jack. "Cuckoo, Jug-Jug, Pu-We, To-Witta-Woo!" XXXVII (Jan. 1948), 44-45. (RT)

The author uses humor and some examples of terrible, satiric, "far out" imitations of "Willie" Wordsworth, "Bill" Shakespeare, and other classical English authors.

Kiley, Frederick S. "Served on a Black Platter." XLV (Nov. 1956), 483-485.

"Jukebox-to-seventeenth century approach" to combat student apathy to poetry.

Lamson, Mary V. "Finding the Right Poem." XLVI (Mar. 1957), 148-153.

Suggestions for presenting poetry to the retarded, the average, and the exceptional student; bibliography for each group and ways the librarian may help.

Mahon, Michael. "Teaching the Essentials of Poetry." XLVIII (Nov. 1959), 479-482. (ST)

Maintains that the exact word and image are the focal points of poetry instruction.

Pleads for nonsentimentality as opposed to the gush of J. Whitcomb Riley.

Morrow, Ann Ess. "Challenge of Poetry." XLVI (Jan. 1957), 44-46.

Deals with attitudes and reasoning of high school sophomores toward poetry.

Mosher, Howard H. "Attitudes toward Poetry." XLII (Jan. 1953), 33-34. (RT)

A study of changes in attitude by a group of students before and after the teaching of a unit in poetry.

Neville, Mark A. "Who Killed Poetry?" XLVII (Mar. 1958), 133-138.

Responsibility in teaching poetry lies in helping students recognize the omnipotent aspects of the conception rather than to emphasize the mechanics of the composition.

Ogden, Herbert V. "Fridays for Poetry." XXXIV (Feb. 1945), 76-81.

Series of exciting experiments in writing and oral communication in the wake of student presentation of poems before the class.

Poley, Irvin C. "We Like What We Know: The Value of a Masefield Poetry Reading Contest for American Schools." XXXIX (Feb. 1950), 97-99. (RT)

Advocates the use of oral reading poetry contests after the patterns of the verse-speaking contests that Masefield and his wife used to conduct in Oxford to stimulate the taste and understanding of poetry that is "not unreasonably difficult."

Quinn, Sister M. Bernetta, O.S.F. "Modern Poetry and the Classroom." L (Dec. 1961), 590-595, 611.

Illustrates the thesis that modern poetry is not too obscure for high school students by reference to many specific poems of major modern poets that hold special delight for young people.

Ribo, Elvira M. "Communication and the Star." XLVI (Mar. 1957), 141-144, 147.

A poetic prose, classical dialogue type of discussion of the figurative in communication.

Simonson, Harold P. "Music as an Approach to Poetry." XLIII (Jan. 1954), 19-23, 56.

Use of music to stimulate imaginative thinking and enjoyment on an individual basis; establishes relationship between specific poems and musical masterpieces.

Smith, James Steel. "Some Poetry Is Popular—But Why?" XLVI (Mar. 1957), 129-139.

Analysis of the appeal of poetry not taught in high school and college literature courses.

Stallman, R. W. "Position of Poetry Today." XLVI (May 1957), 241-251.

Evaluates briefly a number of contemporary poets, concluding that the trend is more towards Dryden than Donne, Frost, or Ransom.

Treanor, John H. "The First Five Minutes." XXXIV (Mar. 1945), 158-160. (RT)

Advocates having students write verse the first five minutes of English class.

Williams, Anna C. "Pictures for Poetry." XLIII (May 1954), 261-262. (RT)

Poetry brought to life with the use of pictures; especially meaningful as students begin to write and illustrate their own poems.

## Poetry — Interpretation and Appreciation — 208

Ahern, Eckoe M. "There May Be Many Answers." LI (Dec. 1962), 656-658. (MPC)

Explication of W. H. Auden's "O What Is That Sound?"

Bogan, Louise. "Reading Contemporary Poetry." XLII (Feb. 1953), 57-62.

Suggestions for the more correct reading of modern poetry. Special attention to "The Steeple-Jack" of Marianne Moore as example.

Coleman, Alice C. "Amid the Golden Fields." LII (Apr. 1963), 299-302. (MPC)

Sentence by sentence analysis and interpretation of "The Groundhog" by Richard Eberhart.

____________. "Corridors of Light." L (Sept. 1961), 441-442. (MPC)

Analyzes in detail Stephen Spender's poem "I Think Continually of Those."

Danker, Frederick E. "An Approach to Poetry: Folk Songs and Ballads." L (Apr. 1961), 274-275. (ST)

Introduction to poetry based on the unit theme (Revolutionary Period) with procedures.

Denise, Sister Mary, R.S.M. "Miss White Is Right!" XXXVII (Nov. 1948), 491-492. (RT)
A teacher shares her satisfactions in helping students understand her personal delight in good poetry.

Emig, Janet. "The Articulate Breath." LII (Oct. 1963), 540-541. (PC)
Procedures for teaching "The Animals" of Edwin Muir.

____________. "The Poem as Puzzle." LII (Mar. 1963), 221-224. (MPC)
Various considerations for handling Elizabeth Bishop's "Jeronimo's House" with junior high students as "puzzle."

____________. "Teaching a Modern Sonnet." LI (Mar. 1962), 220-221. (MPC)
Suggestions for appreciating George Barker's "Sonnet to My Mother."

Farrell, Edmund. "Owen's 'Disabled': A Remembrance of Things Present." LI (Oct. 1962), 495-497. (MPC)
Suggestions and questions for teaching the Owen poem to adolescents.

Hyndman, Roger. "A Kind of Solution." LII (Feb. 1963), 143-146, 154. (MPC)
Answer to the problem of how to teach the poem, "Waiting for the Barbarians," to ninth and tenth grade students.

____________. "Point of Balance: A Lesson in 'Naming of Parts'." L (Nov. 1961), 570-571, 577. (MPC)
Detailed analysis of Henry Reed's "Naming of Parts." Considers his use of two verbal approaches to experience: direct language of practical discourse, and sensuous diction of emotional response.

Jorgensen, Virginia E. "Hearing the Night-Herons: A Lesson on Jeffers' 'Hurt Hawks'." LI (Sept. 1962), 439-442. (MPC)
Proposes that events in the poem be related to experience, be discussed for structure and for philosophical value, and appreciated as the "imprint of a major American poet."

Lodge, Evan. "Poetry: A Springboard Approach." XLIII (Oct. 1954), 357-362.
Procedure to stimulate an enduring interest in poetry: introduction based upon dialect poems and humorous verse; serious poetry then approached with approbation and effectiveness.

McGoldrick, James H. "The Back Door to Poetry." XLIII (May 1954), 257-259. (RT)
Toppling preconceptions about poetry—highbrow, effeminate, sentimental—used as springboard to the serious business of poetic analysis.

Miller, Lois. "I Went to the Animal Fair: An Analysis of Marianne Moore's 'The Monkeys'." LII (Jan. 1963), 65-67. (MPC)
Content apparent from the title.

Mott, Bertram, Jr. "Interpreting Poetic Inversions: An Experiment." LII (Apr. 1963), 257-261.
Grammar as an aid in the reading and teaching of poetry.

Myers, John A., Jr. "Death in the Suburbs." LII (May 1963), 376-379. (MPC)
Analysis of "To an American Poet Just Dead" by Richard Wilbur—aimed at senior high school students.

____________. "Intimations of Mortality: An Analysis of Hopkins' 'Spring and Fall'." LI (Nov. 1962), 584-587. (MPC)
An analysis emphasizing the contrast between spring and fall by drawing attention to details of structure.

O'Gordon, Hannah Jean. "As It Appears to Me." XXXIII (Mar. 1944), 157-158. (RT)
An analysis of W. B. Yeats' "The Lake Isle of Innisfree."

Perrine, Laurence. "The Nature of Proof in the Interpretation of Poetry." LI (Sept. 1962), 393-398.
Investigates the possibilities of finding correct interpretations of poetry.

Petitt, Dorothy. "'Domination of Black': A Study of Involvement." LI (May 1962), 346-348. (MPC)
Wallace Stevens' poem, "Domination of Black," is used to illustrate how readers are justified in "speculating" about the questions evoked by this poem; but value and appreciation are lost if students "attempt to give final answers" to the questions.

Sutherland, Bruce. "Waltzin' Matilda." XXXIII (Jan. 1944), 20-22.

A discussion of the popular Australian ballad and its author, Andrew Barton Paterson.

Warren, James E., Jr. "Two Creative Approaches to Lyric Poetry." XXXVII (Oct. 1948), 415-417.

"Creative analysis" enabled class to understand lyric by Andrew Lang; "creative imitation"—group's attempt to imitate Whitman in original poems—lead to its greater appreciation.

White, Avice. "English Poetry in a Context." XXXVII (Jan. 1948), 21-25.

An effort to make poetry vital to high school students, especially boys. It seems that understanding begets appreciation.

See also individual poets by name.

## Poetry — Teaching of — 209

Braymer, Marjorie. "The Sound of the Seas." XL (Apr. 1951), 192-197.

Obligation of the teacher who enjoys poetry to counter the hostility toward it by teenagers through a deliberate reconditioning; includes specific suggestions.

____________. "Who Inhabits the Ivory Tower?" XL (Oct. 1951), 450-451. (RT)

Negative and cavalier attitudes toward poetry—especialy modern poetry—call for adjustment if found among teachers.

Decker, Richard G. "Introducing Poems." XLVI (Mar. 1957), 145-147.

Select poems that fit age and experience of students; be aware of literary and background information; plan the method of presentation and student participation.

Dole, Frederick H. "One Way to Teach Modern Poetry." XXXV (Sept. 1946), 402. (RT)

Classroom assignment leading to thorough familiarity with some among the best-known modern poets.

Dresden, Katherine. "Overcoming the Phobia of Poetry." XXXIX (June 1950), 336-338. (RT)

Describes poetry course in which major activity is oral reading of poems selected by students, with incidental writing and biographical and critical research.

Dunning, Stephen, and Francis, Robert. "Poetry as (Disciplined) Play." LII (Nov. 1963), 601-609.

Suggests novel approach in teaching poetry—drawing an analogy between poetry and sports. Points of similarity (rules, pattern, structure, form, etc.) are noted.

Farrell, Edmund. "Owen's 'Disabled': A Remembrance of Things Present." LI (Oct. 1962), 494-497. (MPC)

Although the author does not consider "Disabled" to be the best of Wilfred Owen's poems, he believes it to have "numerous virtues" for classroom study.

Firari, Harvey. "Out of Chaos—Learning." XLVIII (May 1959), 262-265, 278.

Teaching poetry by provoking criticism of second- and third-rate writers while noting the effective techniques and tone of first-raters.

Franza, August. "Poetry for Ninth Graders." XLVII (Dec. 1958), 575-576. (ST)

A first-year teacher's experiences in getting students to like poetry.

Fredriksen, Mildred. "Introduction to Poetry through Haiku." LII (Sept. 1963), 438-444. (ST)

Haiku used to show class how to read poetry, then how to write haiku; both lead to understanding modern poetry.

Friedrich, Gerhard. "A Teaching Approach to Poetry." XLIX (Feb. 1960), 75-82.

Some of the unsatisfactory aspects of teaching poetry and specific suggestions for their avoidance: "Dover Beach" as illustration.

Gordon, Edward J. "Teaching Students to Read Verse." XXXIX (Mar. 1950), 149-154.

Connotation, imagery, and metaphor as aids to understanding the poem, and its oral interpretation in terms of tempo, tone color, and inflection.

Hackett, Anne E. "Let's Quote 'The Raven' Evermore." XLI (May 1952), 264-266. (RT)

One more case of the spellbound teacher spellbinding her students.

Harmon, John L. "Devices in Teaching Poetry." XXXVI (Oct. 1947), 428-429. (RT)

Lists two devices used to create interest in modern poetry.

Harrison, Janet E. "Notes on the Teaching of Poetry." LI (Apr. 1962), 253-255, 288.

Observations by an Oxford, England, teacher on the techniques for imparting understanding, appreciation, and real enjoyment of poetry.

Hibbs, Eleanore C. "Dear Mr. Ciardi." LII (Nov. 1963), 610-612.

Takes exception to the "programed approach to poetry" which emphasizes "the rigid mechanical" features advocated in a recent paperback (Ciardi *et al.*) intended to "help high school students develop their own approach to poetry."

Holmes, Ann Martin. "Poetry Superlatives." XLI (Jan. 1952), 38-40. (RT)

Review in American literature by the process of "electing" the most beautiful poem, the most amusing, the most dignified.

Horn, David M. "Taking Advantage of the Boys." XXXVI (June 1947), 324-325. (RT)

Appreciation of poetry taught via student recordings.

Hyndman, Roger; Bedell, William M.; Zorn, John W.; Corbin, Richard. "Poems in the Classroom: A Symposium." XLVI (Mar. 1957), 158-164.

Gives classroom procedures with individual and group work, using "Richard Cory" (Robinson), "Pretty Words" (Wylie), and "Recuerdo" (Millay) for girls and "Boots" (Kipling) for boys.

Johnson, Eric W. "Teaching Poetry to an Unpoetical Age – A Junior High School Unit." L (Nov. 1961), 546-550, 554.

Imaginative and specific unit designed to interest pupils to find joy in poetry both in reading and in original expression—with class activities and assignments.

Kasl, Louise P. "Is Poetry Your Bête Noire?" XLIX (May 1960), 341-343. (ST)

Step-by-step procedure for teaching a unit in poetry.

Kiley, Frederick S., ed. "The Hit Record's Third Side." L (Oct. 1961), 484-485. (PA)

Suggests examination and understanding of adolescent culture in order to interest him in poetry. Cites specific comparisons of lyrics of popular songs with serious verses that have identical themes.

Kring, Hilda A. "Another Approach to Poetry." L (Jan. 1961), 48-49. (ST)

Challenges reluctant student by discussing poetry in everyday speech, ads, cards, followed by student participation in reading and studying various subjects in poetry.

Miles, Josephine. "Reading Poems." LII (Mar. 1963), 157-164.

A brief comment on the literal, figurative and metrical characteristics of poetry which should be considered in a careful reading; replete with familiar name poem illustrations.

Oxley, Mrs. Chester Jay. "Lyrics to the Teenagers." XXXVI (Apr. 1947), 197-199. (RT)

An approach for teaching poetry by the use of musical recordings.

Pooley, Robert C. "Poetry Is for People." LII (Mar. 1963), 165-171.

Poetry as "awakened sensitivity to kinds of experience"—awareness of which should be made personal to students.

Rohr, Virginia. "On Teaching Poetry." XXXVI (May 1947), 257-258. (RT)

Reminds the teacher of poetry to lead students from the known to the unknown, not by chronological sequence.

Roody, Sarah I. "A Bridge for the Poets." XL (Nov. 1951), 492-498.

Experience teaching seniors poetry of a high literary quality, especially twentieth century poems within interest range of the students.

Rose, Elizabeth. "Teaching Poetry in the Junior High School." XLVI (Dec. 1957), 540-550.

Along with many titles and examples, the author deals specifically with selecting poems of wide experience appeal and reading stimulation.

Stieglitz, Sarah T. "Poetry without Tears." XXXIX (Jan. 1950), 7-10.

Describes successful poetry unit in heterogeneous high school class; students dramatized poems selected individually.

Thomas, Cleveland A. "They Will Read Poetry." XLI (Dec. 1952), 530-532.

Seniors of better than average ability read widely and bring problems to teacher for clarification and discussion.

Tudor, Christine S. "Rhyme and Rhythm." XXXVII (Feb. 1948), 96. (RT)

A teacher recounts her successful experience with a club of ninth graders who wrote poetry.

Weston, John H. "Poetry and the Hoodlums." L (Oct. 1961), 475-477.

Tackles the formidable problem of teaching poetry—and writing it—to the "hoods"—the "reluctant" students.

Wheeler, Paul Mowbray. "Comparing Poems on Like Topics." XL (Mar. 1951), 154-161.

Lists twenty-five or thirty sets of poems on similar topics and explains many approaches for presenting them to students.

Willard, Charles B. "The Poets of Controversy for the High School Student." XL (Nov. 1951), 508-514.

Recommends these ways to get at challenging poetry of our day—grouping by theme, home reading, feeling the mood, and looking for meaning.

Wykoff, George S. "Twenty-Four Suggestions for How to Read and Understand a Poem." LII (Mar. 1963), 210-212. (ST)

Numbered suggestions concerning such items as learning the circumstances that led to the composition and the mood of the poetry the particular author writes.

See also Composition (Creative Writing).

## Porter, William Sidney — 210

Pooley, Robert C. "Lesson Plans in Reading: Teaching a Didactic Short Story." XXXIII (May 1944), 246-247.

A lesson plan for teaching O. Henry's "The Gift of the Magi."

Miller, Carolyn. "In Defense of Caesar." XXXIII (Jan. 1944), 44. (RT)

A defense of Uncle Caesar, the hero of O. Henry's "A Municipal Report."

## Prejudice — 211

Bergland, Vivian E. "A Study of Prejudice for High School English Classes." XXXIV (Oct. 1945), 444-447.

Literature, attitude tests, and critical reading of newspapers as ways to detect prejudice—general and personal.

Ferber, Edna. "Remedies for Hate." XXXV (June 1946), 320-322.

Recommends getting acquainted with all neighbors as remedy for prejudice.

Kris, Ernest. "Notes on the Psychology of Prejudice." XXXV (June 1946), 304-308.

Analysis of group and individual psychology involved in prejudice—suggestions for teachers.

See also Citizenship, International and Interracial Relations.

## Professional Reading — 212

Farrell, Edmund J. (ed.). "Professional Publications." LI (May 1962), 358-367.

The title and its contents are announced as "a new department in the *English Journal.*" A brief comment on department purposes, policy, and reviewer choices is followed by nine extensive and signed reviews of 1961 and 1962 volumes of professional interest to English teachers.

____________. "Professional Publications." LI (Nov. 1962), 591-601.

Seven signed reviews of books for professional reading and study, of which *Current American Usage* by Margaret M. Bryant is the first named.

____________. "Professional Publications." LII (May 1963), 387-397.

Ten signed reviews, ranging alphabetically by title from *Adolescent Attitudes Toward Academic Brilliance* by Tannenbaum to *Understanding Shakespeare* by Ludowyk.

## Programed Learning — 213

Kliger, Samuel. "The Workbook and the Programed Text." LII (Dec. 1963), 674-676, 708.

An advocate of the programed text, the author defends its use in light of objections. He also discusses the "fallacy of workbooks," and suggests that programed instruction may help to "distinguish between reading and responding."

Reed, Jerry E. "AID for the Teacher of English." L (Feb. 1961), 93-97.

AID abbreviates Automated Instructional Devices. The article describes an experiment which shows that programed textbooks can be a valuable help to the teacher of English.

Reid, James M. "An Adventure in Programing Literature." LII (Dec. 1963), 659-673.
Discusses development of program instruction applied to poetry, with Frost's "Stopping by Woods on a Snowy Evening" as specific example. Suggests how other types may be programed and answers questions pertinent to the suggested methods.

## Project English — 214

Brett, Sue M. "Project English Notes." LII (Apr. 1963), 292-294.
Review of eight studies sponsored by Project English during its first year.

__________. "Project English Notes." LII (Nov. 1963), 635-638.
Lists the credentials of Dr. Erwin R. Steinberg, coordinator, and outlines a variety of projects currently under development.

"Project English." LI (Feb. 1962), 149-152.
An announcement from the Office of Education of the Department of Health, Education, and Welfare explaining the program, its activities, and administration.

## Pronoun — 215

Cain, Donald. "Sentence-Exercise Technique." XLIII (Sept. 1954), 313-315, 319.
Describes a kind of drill which is natural and interesting to be used when current student writing shows the need; uses reference of pronouns to explain this technique.

Depew, Ollie, and Bork, Edith. "Grammarians' Gobbledygook." XXXIX (Sept. 1950), 393-394. (RT)
Contends with the "mountain of chaff devised by teachers and kept alive by textbook writers"—with particular reference to pronouns.

Tressler, J. C. "Mastering Pronouns with *English in Action.*" XLIII (Dec. 1954), 516-519.
Explains the job of textbook writers as assistants to thousands of teachers who will select what their students need. Suggests some pointers to aid in the learning of mechanics, specifically pronouns.

See also Grammar.

## Proofreading — 216

Hanna, Geneva. "Proofreading, a Panacea: Attention Junior High English Teachers." LI (Oct. 1962), 482-483. (ST)
Suggests method of emphasizing proofreading to improve mechanics.

## Public Arts — 217

Callenbach, Ernest. "Towards a Serious Tradition of Film Criticism." XLVIII (Mar. 1959), 161-162. (PA)
A description of the objectives and aspirations of the magazine, *Film Quarterly*, by its editor.

Hazard, Patrick D. "America in 3-D." XLVII (Mar. 1958), 170-172. (PA)
Textbooks must be revised to meet the challenge of mass media in teaching culture. The connections between the arts and literature are obvious, but still unexploited.

__________. "British Popular Culture: I." XLVII (May 1958), 303-305. (PA)
Discusses four books that give a new perspective on mass culture in America. They also create opportunities for relating the culture of the United Kingdom with moral and esthetic choices facing a student in modern America.

__________. "Drama's Electronic Renaissance: I." XLVI (Apr. 1957), 227-229.
"Broadcast" and "Film" that now provide sources for democratizing great drama for the popular audience.

__________. "Drama's Electronic Renaissance: II." XLVI (Oct 1957), 433-436.
Books, LP's, and other mass media resources for democratizing drama—and other genres.

__________. "Drama's Electronic Renaissance: III." XLVII (Jan. 1958), 41-43, 46. (PA)
Discusses use of TV, movies, LP recordings, and paperback texts in studying drama.

__________. "Do Words Work Good, Like Instruments Should?" LII (Feb. 1963), 147-148. (PA)

A discussion of words and their use in answer to some problems raised by John Ciardi.

____________. "How Educational Can Television Get?: Part I." LI (Oct. 1962), 498-499. (PA)

The author presents a brief discussion of three books dealing with television: ***TV: The Big Picture, Television in the Lives of Our Children,*** and ***The Impact of Educational Television.*** In connection with New York City's educational channel, the author notes that "massive doses of High Culture can easily become an upper middlebrow form of escape."

____________. "How Educational Can Television Get? Part II." LI (Nov. 1962), 588. (PA)

Discusses the opportunities of educational television.

____________. "The Irony of America's Search for a Unique Culture." XLVII (Apr. 1958), 228-231. (PA)

Need of a balanced program in humanities to remedy cultural myopia, especially at classroom level. Gives sources in books, records, TV, and other items where unique artistic expression has been achieved in minor ways.

____________. "A Middle Road between Sterility and Stupefaction." XLVII (Feb. 1958), 99-101. (PA)

Suggests ways of making traditional literature courses imaginative enough to include new forms of popular culture.

____________. "The New Orthodoxy: Notes toward a Dissent." LII (Jan. 1963), 68-69. (PA)

A plea for curricula in English to develop and to understand how man uses language and how style gives form to culture.

____________. "The Next Step in Media Criticism." LII (Sept. 1963), 468-470. (PA)

The emphasis is "shifting from defending the new media and presenting audiovisualistic lesson plans for teachers just beginning to use new media to a more philosophical and farsighted perspective."

____________. "The Shape of Things." LI (Dec. 1962), 659-661. (PA)

Using architecture as a "good test," the author considers the efforts of "Wisdom," Mike Wallace's interviews of Frank Lloyd Wright, and "The Shape of Things" on "World Wide 60" as costly "pretentious failures." On the other hand, he describes the far less expensive presentation of this creative form by "Camera Three" as one of its "handsomest cameos."

____________. "Some Words for Our Ears." LII (Apr. 1963), 303-304. (PA)

Review of various LP phonograph and FM radio items to provide linguistic enlightenment.

____________. "Two Tasks; Two Tracks: A Point of View about 'English'." LII (Mar. 1963), 225-227. (PA)

Considerations on the two primary responsibilities of English: language and culture.

____________. "What Linguists Can Learn from the Movies." LII (Oct. 1963), 536-538. (PA)

Discussion of five half-hour films set out to establish the principles for teaching a foreign language, and distributed by Teaching Film Custodians.

Hazard, Mary and Patrick D. "Art Linkletter Says the Damndest Things." XLIX (Mar. 1960), 197-203. (PA)

An editorial critique of Art Linkletter's television World of Children; reviews his book and program sharply and adversely.

____________. "Brinkley Meets the (Teenage) Press." XLVIII (May 1959), 279-280, 291. (PA)

An account of NBC's First Annual News Broadcast Conference for 800 student journalists in the metropolitan N.Y.C. area.

____________. "Everybody's for Culture, But How, and Why?" XLVIII (Apr. 1959), 223-224, 230. (PA)

Reviews of two magazines; *Horizon,* (Vol. 1, No. 1) regarded as a high toned, upper middle-brow *Reader's Digest* and *Art in America,* (Vol. 46, No. 3) appraised as an "Oasis in a desert of vacuity and ugliness."

____________. "The Graphic Media." L (Mar. 1961), 210-211. (PA)

Discusses comics as a means of reaching the reader but suggests that this potentially instructive media can be greatly improved.

————————. "The Graphic Media: II." L (Apr. 1961), 289-290. (PA)

Suggests two things English teachers can do to accelerate acceptance of photography on an artistic level: make classroom a clearing house for intelligent comment on the medium, and encourage use of the medium by student himself.

————————. "Juilliard, Jazz and the Golden Gate Bridge." XLVIII (Sept. 1959), 347-349. (PA)

An account of the first of a series of TV programs on the humanities arranged by the U.S. Office of Education. As host, Clifton Fadiman is judged as having achieved a rare level of wisdom in his half hour.

————————. "Man in the Grumbleseat: The TV Critic's Eighty Hour Week." XLVIII (Dec. 1959), 548-549. (PA)

Some comments on the duties and responsibilities of a TV newspaper critic based on the activities of Harry Harris of the Philadelphia *Inquirer.*

————————. "The Meaning of Madison Avenue." XLVII (Oct. 1958), 437-439. (PA)

Discusses two new books offering complimentary research on advertising. They are *The Story of Advertising* by James Playsted Wood and *Madison Avenue* by Martin Mayer. They agree that the consumer is a sucker.

————————. "The Media System in America." XLIX (Oct. 1960), 503-505. (PA)

Urges teachers to learn more about mass media and to continue to use the media creatively.

————————. "Multi-Media Literacy." L (Feb. 1961), 132-133. (PA)

Describes a specific unit approach which enables teacher to make use of media, in addition to print, and contributes to growth in the totality of students' intellectual heritage and esthetic culture.

————————. "The Print Media." L (Jan. 1961), 56-58. (PA)

Essay which points to the fallacy of the superiority of the print media with an analysis of the way Scholastic Book Services uses the thematic approach to achieve multi-media literacy.

————————. "Rotha on the Film." XLVII (Nov. 1958), 519-520. (PA)

Review of a book of film criticism by Paul Rotha. Tells what to look for and how to approach the author.

————————. "Selectivity in Mass Communication." XLIX (Dec. 1960), 646-648. (PA)

The widely popular media complicate the teacher's task, but intelligent exploitation of the best in all their forms can be made to subserve the traditional goals of English teaching; linguistic mastery and esthetic sensibility.

————————. "The Skilled Eye in a Skimmer's World." XLVIII (Jan. 1959), 43-45. (PA)

Review of two books, *A Primer for Playgoers* by Edward A. Wright, found to be a "naive catechism," and *Learning to Look* by Joshua C. Taylor, viewed as equipping the student with dicriminating powers of judgment.

————————. "Some Criticism Stranger Than Fiction." XLVII (Dec. 1958), 583-585. (PA)

Gives main ideas in three books of criticism by Edmund Fuller, Maxwell Geismar, and Charles Shapiro. Together they suggest many ways of reading (and rereading) American fiction—making it possible to put many university scholars and literary critics at the disposal of the bright student.

————————. "Teaching English in a Mass Society: II. A New Climate of Belief." XLIX (Sept. 1960), 431-434. (PA)

Concerned with transforming the "base ore of a complacent mass society into a metal more enduring and more attractive to sensibility and mind."

————————. "Teaching English in a Mass Society: A Series of Reflections on Excellence in Mass Communications." XLIX (May 1960), 354-358. (PA)

Raises the problem of pursuing traditional goals of English teaching under the changed conditions of a mass society.

————————. "What's TV Doing to English?" XLVIII (Oct. 1959), 414-416. (PA)

Explains how to use the evident values of television to help combat some of the parochial authority figures (Dick Clark and Elvis Presley) created by the TV medium.

————. "What's TV Doing to English?—Part II." XLVIII (Nov. 1959), 491-493. (PA)

Continuation of the discussion of Oct. 1959, pp. 414-416. Until TV becomes a patron of new art rather than a robber who strip-mines the past for cultural curios," teachers can give it only half their heart.

Holman, Alfred P. "The Public Arts." LI (Feb. 1962), 146-147. (PA)

On the use of the newspaper as textbook.

Kiley, Frederick S. "The Magazine in the Classroom." LI (Mar. 1962), 214-215. (PA)

Exhorts teachers to assist students in recognizing the inferior quality of some of the articles in such magazines as *Time*, *Reader's Digest*, and *Ladies' Home Journal*. Likewise, suggests using the better presentations in the *Atlantic*, *Harper's*, and possibly the *New Yorker* to enable students to evaluate American periodical literature.

————. "Notes toward a Larger Classroom." LI (Jan. 1962), 59-60. (PA)

Instances of how, with film as a point of departure, student experience and poem can be brought together.

————. "Notes toward a Larger Classroom—II." LI (May 1962), 349-350. (PA)

The diversity and scope of current events tend to make the student find differences between himself and "time past," rather than "the basic connection that unites all mankind." To the space age student, the teacher proves that people have not changed intrinsically.

————. "Fate's Midnight: A Teaching Guide for *Macbeth*." XLIX (Nov. 1960), 589-592. (PA)

A teaching guide for the Hallmark production of *Macbeth*—whose exposition and questions still have pertinence.

————. "Teaching Guide for *The Tempest*." XLIX (Feb. 1960), 131-133. (PA)

Detailed account of television production with helpful teaching suggestions for creative activities.

————. "Teaching Guide for *Twelfth Night*." XLVI (Dec. 1957), 582-585. (PA)

Suggestions for heightening critical insight of students preceding the NBC-TV production of *Twelfth Night*. With or without the film, the topics for discussion are of value, as is much of the article itself.

Maloney, Henry B. "Half a *Hamlet* Better Than None?" XLVIII (Feb. 1959), 94-96. (PA)

Hints on the effective use of a CBS TV performance of *Hamlet* presented by the Old Vic Company in one and one half hours instead of the usual three.

Ward, Herman M., Jr. "Thanne Longen Folk to Goon on Pilgrimages." LI (Apr. 1962), 287-288. (PA)

Festivals such as the Yeats International Summer School, held at Sligo, Ireland, give a new dimension to the idea of public arts. The festival involved a large segment of the townspeople, attracted many visitors, and provided everyone the opportunity to become better acquainted with the literary efforts of W. B. Yeats.

## Public Relations — 218

Christian, Dorothy K. "May I Have Your Autograph?" XLIX (Feb. 1960), 117-118, 137. (ST)

A library club secures autographs of famous people as the club's hobby.

Hatfield, W. Wilbur. "Let's Take the Offensive!" XXXVII (Sept. 1948), 367-369.

English departments should develop a program to attract public attention—attention both in the school and in the community.

Horn, Gunnar. "The English Teacher and Public Relations." XXXIX (May 1950), 243-249.

Suggests that English teachers occupy a "special place in the upper strata of public relations," particularly as they are better prepared for such work in the community by greater speaking and writing fluency.

Lowers, Virginia Belle. "What's Right with the Teaching of English?" XLII (Apr. 1953), 197-199.

To refute the frequent and often contradictory criticisms of English teachers and their teaching methods, some of the experimental and effective projects under-taken in the teaching of reading, grammar, and literature are discussed.

Mount, Sarah. "Our TB Case-Finding Clinic." XXXVI (Dec. 1947), 537-539. (RT)
An English class project on the "Prevention of Tuberculosis."

Pooley, Robert C. "Clear for Action." XLII (Mar. 1953), 125-130.
A statement of the value of the NCTE. Particular attention is given to the first volume of the curriculum series as a beginning on the road to success for the NCTE.

____________. "The Professional Status of the Teacher of English." XLVIII (Sept. 1959), 309-314.
Contends that the teacher of English is often a hired hand to the administration, a respected colleague to his faculty, and an unheeded milksop to the public. Describes an ideal status for him.

____________. "Publicizing Our Aims." XLI (Mar. 1952), 121-126.
Teachers must agree upon and make clear their vision of values the public can "understand, endorse, and cooperate with."

See Teacher (Profession) and Human Relations.

## Pun — 219

See Humor.

## Punctuation — 220

Burnham, Josephine M. "A Problem in Punctuation." XXXVI (Dec. 1947), 536-537. (RT)
Discussion of modern and classical use of comma with "such" and "so" clauses.

Finch, Hardy R. "Use Newspapers and Magazines to Teach Punctuation and Spelling." XXXVIII (Jan. 1949), 44. (RT)
Brief description of author's method of teaching mechanics.

Gerstmyer, Anna May. "Teaching the Punctuation of the Appositive." XXXIX (Dec. 1950), 557-560.
Various devices to show that the commas are the "hooks" by which an appositive can be lifted out of, or separated from, the remainder of the sentence.

Gray, J. C. "Punctuating the Compound Sentence." LI (Nov. 1962), 573-574. (ST)
Suggests a mathematical analogy for teaching punctuation.

Grindstaff, Gordon. "A Littles L'arnings." L (Apr. 1961), 277-278. (ST)
Amusing anecdote which points up the misuse of the apostrophe.

Helmkamp, Eunice. "Semicolons in Action." XLII (Oct. 1953), 391-392. (RT)
Describes a teacher-student project in studying uses of the semicolon by examining journalistic sentences and then by the preparation of a "finished style sheet."

Horn, Gunnar. "Amen!" XXXVI (Nov. 1947), 493. (RT)
Comments on an earlier suggestion that apostrophe be omitted.

May, Marjorie. "Punctuation with Punch." XL (Dec. 1951), 572-573. (RT)
Correction of high school punctuation mistakes via stenciled copies of student errors.

Miller, Helen Rand. "Away with Apostrophes!" XXXVI (Sept. 1947), 381.
Advocates using only the punctuation that is necessary to make the meaning clear.

Overton, Gertrude H. "Discovering Who Makes the Rules." XL (June 1951), 337-338.
Seniors base discussions of punctuation and syntax upon samples they collect from books and magazines.

Sparks, Madeleine. "A Practical Approach to Punctuation." XLII (Mar. 1953), 158-159. (RT)
Seniors enrolled in business courses studied actual business letters, presented a radio skit to help others identify punctuation marks, and prepared and administered some simple tests on punctuation.

Zais, Robert S. "The Linguistic Characteristics of Punctuation Symbols and the Teaching of Punctuation Skills." LII (Dec. 1963), 677-681.
Tentative answer as to whether "linguistic characteristics" of punctuation symbols help to teach students to punctuate correctly.

## Radio — 221

See Mass Media (Radio).

## Rawlings, Marjorie Kinnan — 222

Gebauer, Emanuel L. "Rawlings' Glossary." XXXIV (Nov. 1945), 507. (RT)

Definitions of words not in the dictionary that were used in Marjorie Kinnan Rawlings' *The Yearling.*

## Reading — Goals — 223

Alm, Richard S. "Utmost Need." XLVI (Nov. 1957), 470-474.

Cites examples of parents and teachers who are not helping children "weave books into the fabric of life." Quotation from *A Tree Grows in Brooklyn* shows what reading means to a sensitive child (Francie Nolan).

Bley, Edgar S. "Identification: A Key to Literature." XXXIV (Jan. 1945), 26-32.

Recommends identification as the way by which the student may learn which fiction ideals are desirable and attainable.

Collins, Mabel W. "Another Sample Lesson in Reading." XXXV (Apr. 1946), 211-213. (RT)

Reading is "*awareness* of the implication of the printed word–awareness of the motive behind the word."

Gordon, Edward J. "The Need for Interpretation." XXXIV (Sept. 1945), 386-388.

The true meaning of the written word goes far beyond paraphrasing; it demands analysis of context and author intention.

Henry, George H. "Toward the Teaching of Ideals." XXXIII (Feb. 1944), 63-72.

A plea for English to provide preparatory experiences for pupils to bring to reading as well as appropriate outlets for the ideals which reading can foster.

Herzberg, Max J. "The Teacher of English in the Modern World." XL (Feb. 1951), 86-90.

The teacher's great mission is to teach literature and expression intelligently, enthusiastically, and effectively in a world of new and enlarged media and in which reading is still of vital importance. Includes "ten infallible rules" for improving reading.

Jennings, Frank G. "Literature for Adolescents–Pap or Protein?" XLV (Dec. 1956), 526-531.

Negative reaction to the important place that junior books occupy in high school libraries.

Kay, Sylvia C. "Critical Reading: Its Importance and Development." XXXV (Sept. 1946), 380-385.

Argues the necessity of critical reading to prepare for intelligent adult citizenship.

Noyes, Edward S. "Reading and the Study of English." XXXIX (Apr. 1950), 191-195.

The mechanical media of communication will not supplant reading if the individual pupil's outside reading tastes and interests are given close attention.

## Reading Lists — 224

Anderson, Florence. "Catching Their Interest." XXXVI (Apr. 1947), 205. (RT)

Suggests specific books for catching the interest of nonreaders.

Babb, Lloyd W. "Guidance in Recreational Reading." XLI (Apr. 1952), 201-204.

Indicates ways in which the high school librarian can guide student choices; names 35 favorite titles.

Edwards, Margaret A. "Let the Lower Lights Be Burning." XLVI (Nov. 1957), 461-469, 474.

Discusses the function of novels for adolescents and names and reviews specific current books which will allure the apathetic, satisfy emotional and psychological needs, explore community relationship, and lead to adult reading.

Heisel, Dorelle Markley. "Let's Remove the Perennial Hardy." XLV (Jan. 1956), 37-38. (ST)

Names *Ivanhoe* and *Silas Marner* as specifics in plea to remove books outdated and fossilized by tradition from high school reading lists.

Kinzer, John R., and Cohan, Natalie R. "How Hard Are the Simplified Classics?" XL (Apr. 1951), 210-211.

Analyzes thirty-eight editions of adapted classics to determine the level of their reading difficulty.

LaBrant, Lou. "A Little List." XXXVIII (Jan. 1949), 37-40.

Discussion of the merits of reading lists. Expresses fear that some lists may be too restrictive and adds questions by which to judge approved or recommended lists.

Neville, Mark. "The Function of Book Lists in a Literature Program." XXXVII (Mar. 1948), 142-147.

Suggests pupil horizons can be widened by wide reading which should be a part of intensive reading programs. Lists of books from a wide range of topics are necessary.

————————. "Summer Reading for Junior and Senior High School Pupils." XXXVIII (June, 1949), 341-348.

An annotated list from "the hundreds that are being considered" for *Books for You* and *Your Reading.*

Schmidt, Mildred C. "Revolutions in the Modern Novel." XXXIV (Oct. 1945), 435-439.

Report on a class that chose to read literature on "Revolutions in the Modern World." Adds selected list of historical volumes which deal with seven revolutions, American to Chinese.

See also Junior Book Roundup.

## Reading — Measuring and Testing — 225

Bauscher, Dorothy. "Homogeneous Grouping Fosters Progress in Reading." XXXIX (Jan. 1950), 34-36. (RT)

Describes test-evaluated program with seventh grade readers to find that "class homogeneity, with special work planned for particular class levels, was a good plan to follow when special remedial reading was not available."

Friedman, Albert B. "The Literary Experience of High School Seniors and College Freshmen." XLIV (Dec. 1955), 521-524.

Reading range of 198 excellent high school students and 132 college freshmen as revealed by an Advanced Standing Examination question requiring an essay—either on the importance of unity in a successful work of literature or on the use of parallelism as a literary device.

Grissom, Loren V. "Characteristics of Successful Reading Improvement Programs." L (Oct. 1961), 461-464, 474.

Study based on statewide survey of reading improvement programs in Illinois high schools, 1959-1960.

Mather, Charles C. "Permanent Improvement in Reading." XXXIII (May 1944), 265-266. (RT)

A report of Culver Military Academy's reading center and its work in the general improvement of reading techniques and the correction of the faulty techniques of retarded readers.

Putnam, Pauline. "Stumbling Blocks in Reading." XXXIII (Nov. 1944), 495-501.

A student analysis of problems such as vocabulary, inverted word order, and modification in a Chicago high school.

Shatter, Aubrey. "A Survey of Student Reading." XL (May 1951), 271-273.

Effort to ascertain students' reading level and interests so as to make more meaningful assignments. Include the "Reading Survey" form.

Sheldon, William D. "Characteristics of the Reading Habits of a Group of Twelfth Grade Students." XLI (Mar. 1952), 154-155. (RT)

Investigation of reading habits of students in eight school systems; suggests variety of materials and approaches.

Traxler, Arthur E. "Measurement in the Field of Reading." XXXVIII (Mar. 1949). 143-149.

A survey of reading tests of several kinds now in use—with criticism and suggestions for further necessary testing developments.

## Reading — Method and Procedure — 226

Andrews, Joe W. "An Approach to Speed Reading." XLI (Sept. 1952), 352-356.

Describes an experiment which increased rate and improved efficiency in reading without use of expensive and elaborate equipment.

Blum, Martin. "'Personal' Reading and Writing." XLIV (Jan. 1955), 36-37. (ST)

Five specific techniques for encouraging a student's personal reading; same number for encouraging a student's personal writing.

Booth, Miriam B. "A Literature Program Designed for High Schools." XXXVII (Sept. 1948), 347-352.

A series of suggestions for readings and purposes for reading among high school students.

Burton, Dwight L. "There's Always a Book for You." XXXVIII (Sept. 1949), 371-375.

Suggests that reading programs be tailored for the student: the right book for the individual student at his own stage of intellectual and emotional growth.

Downs, S. John. "An Attack on Reading Problems." LI (Dec. 1962), 645-647. (ST)

Describes and evaluates a developmental reading program.

Gardner, Dorothy. "Reading Improvements for Seniors." XLVI (Apr. 1957), 205-207.

Corrective and remedial program supplemented by voluntary, intensive preparation for facing timed college entrance tests.

Gill, Naomi B. "'Depth' Reading." XLII (Sept. 1953), 311-315, 323.

For better comprehension of plots, students are alerted to connotation, dramatic situation, key lines of the action, and to such authorial techniques as satire, fragments of characterization, and nonchronological order.

Glendenning, Marion. "An Improved Reading Program in Rochester Junior High School." XXXVI (Dec. 1947), 513-518.

A reading program planned around individual needs and interests.

Handlan, Bertha. "The Fallacy of Free Reading as an Approach to Appreciation." XXXV (Apr. 1946), 182-188.

Argues against the unguided reading program because students reading poor literature do not develop good taste.

Holland, Henrietta. "Education against Hate." XXXIV (Nov. 1945), 487-490.

Techniques, diagnoses, and procedures used in a remedial English program for "education against hate"—hate for reading.

Huelsman, Charles B., Jr. "A High School Reading Program." XXXIII (Jan. 1944), 35-40.

An account of a successful attempt to teach a variety of reading skills in a township high school.

Kerchner, Nelle F. "Reading in the Secondary School." XXXIV (June 1945), 329-333.

Lists seven aspects of reading guidance as part of description of the revision of the high school English course in the Chicago public schools.

McGoldrick, James H. "Comparative Reading Helps." L (Jan. 1961), 49-50. (ST)

Explains the benefits of purposeful reading that is individual, comprehensive, meaningful, and difficult enough to challenge the good student.

Morland, Anita Borum. "Outside Reading in Junior High School." XXXIII (Dec. 1944), 555-557. (RT)

A successful plan devised in Central Junior High School, Valparaiso, Indiana.

Mount, Sarah. "Nothing to Do but Read." XXXVI (Oct. 1947), 431. (RT)

Free "reading day" in the English class.

Oetjen, Mary Elizabeth. "Stepchild of the English Course." XXXVIII (Jan. 1949), 41-43. (RT)

Suggests ways of integrating outside reading with the regular class work.

Pedigo, Louise. "Junior High School Children Learn to Read." XXXIII (Apr. 1944), 187-190.

Description of a successful program for slow readers in the Illinois Soldiers and Sailors Children's Schools.

Potter, Robert E. "Reading Unlimited." XLII (Jan. 1953), 28-32.

Genesis and evaluation of a program involving free reading period and freedom in book selection.

Preston, Ralph C. "How English Teachers Can Help Retarded Readers." XXXVI (Mar. 1947), 137-140.

A program for slow readers in a high school English class.

Raymond, Ruth. "Free Reading in World Literature." XLIV (Mar. 1955), 160-162. (ST)

Experience in bringing "cursory introduction" to 25-30 books by area-informed or foreign authors into class discussion.

Reeves, Ruth E. "An Experiment in Improving Reading in the Junior High School." XLVII (Jan. 1958), 15-20.

Realistic experimental program in Houston, Texas, which involves work in science and social studies as well as in English to achieve good reading habits.

Roberts, Clyde. "Two Classes in High School Reading." XXXIV (May 1945), 253-256.

Project in English class to correlate reading and intelligence quotient test scores.

Roberts, Holland. "Lesson Plan in Reading: The Preamble to the Constitution." XXXIII (Jan. 1944), 6-7.

Discusses purposes and five steps to teach a particular reading selection.

Ruddy, Isabelle. "A Reading Program for Junior High School." XXXIII (June 1944), 325-327. (RT)

Details of a reading program in Chillicothe, Missouri.

Saine, Lynette. "Shifting Philosophies of Reading." XXXIX (Dec. 1950), 568-571.

Outlines five concepts of reading and the philosophy on which each is founded; then considers how these concepts have influenced methods, practices, and appraisals in the field of reading. Brief reference list.

Sheridan, Marion C. "Out of Chaos." XXXVII (Mar. 1948), 126-133.

Order must come out of the reading programs of students. There is a need for order, pattern and meaning in the reading situation.

Slocomb, Herlin. "Books and Behavior." XXXVII (Nov. 1948), 463-467.

Detailed reading unit offered to demonstrate the Seattle schools' "middle-of-the-road" position; includes the classics, "free reading," and magazines.

Troxell, Naoma S. "Teaching the Nonreaders to Read." XXXIII (Apr. 1944), 195-198.

A program for stimulating interest in reading among students of varied racial and cultural backgrounds.

Weeks, Ruth Mary. "Use Films, Yes, But Keep It English." XL (Mar. 1951), 139-143.

Reading skills developed by specific suggestions on the use of films.

Wilds, Mary Edmunds. "Experiments with an Outside Reading Program." XXXVIII (Jan. 1949), 29-33.

Relates experience and gives plan for stimulating desire to read in eighth grade students.

## Reading Program — 227

Alm, Richard S. "Teaching Reading Is Our Business." XLVI (Jan. 1957), 11-19.

Concrete suggestions and specific helps in developing will and skill in general reading at the secondary level—names texts and tests.

Blayne, Thornton C. "'Telescopic Briefs' in Reading Comprehension." XXXIV (Mar. 1945), 154-157. (RT)

Key words and "telescopic sentence briefs" in an 11-12 grade, eight-week course in building speed and comprehension.

Burrowes, John H. "Outside Reading." XLI (Apr. 1952), 205-206. (RT)

Confidence and motivation established for reluctant readers through individual interviews.

Donahue, Rosemary S. "A Problem in Developmental Reading." XLII (Mar. 1953), 142-147.

A specific program in developmental reading to be taught to the high school student of average ability. Specific recommendations for the careful analysis of poetry.

Duffy, Marie E. "A Unit in Reading and Thinking." XXXV (Jan. 1946), 43-45. (RT)

Panel discussion as aid in the teaching of intelligent reading.

Feeley, Roscine. "Newport Harbor Teaches the Habit of Reading." XXXV (May 1946), 271-272. (RT)

The habit of reading achieved through "a program of directed free reading."

Hatfield, W. Wilbur. "A Versatile Procedure." XXXIII (Oct. 1944), 428-432.

A discussion of the values of small-group procedure and of ways of its management.

Heisel, Dorelle M. "Let's Remove the Perennial Hardy." XLV (Jan. 1956), 37-38. (ST)

The deepest insights in novels written for mature readers are not suitable for seventeen-year-olds.

Herzberg, Max J., and Paine, Merrill P. "Lesson Plans in Reading: The Search for Tone and Intention." XXXIII (Mar. 1944), 132-134.

Three paragraphs concerning inflation contrasted to show differences in tone and intention.

Johnson, Eric W. "Stimulating Reading in the Junior High School." XLVIII (Feb. 1959), 74-77, 100.

Upgrading the quantity and quality of pupils' individual reading through a special reading period, a reading notebook, individual reading lists and discreet book recommendations.

Leichty, V. E. "How Slowly Do They Read?" XLV (May 1956), 257-260.

The recent stress on speed in reading causes the author to reassert the necessity of careful and leisurely reading for meaning of text and for appreciation of literary values.

Parquette, William S. "Intensive Reading." XLI (Feb. 1952), 78-82.

Explains "close examination" method of reading, specifically applied to teaching the short story.

Quinn, Viola Bowker. "Patience with Our Patients: A Case History of a Reading Problem." XLII (Nov. 1953), 443-445.

Describes a challenging problem to convince a student who was an avid reader only of sports books to read another type of book.

Ranous, Charles A. "A Sample Lesson in Reading." XXXIV (Oct. 1945), 428-434.

Concerned with extracting meaning quickly and accurately from the page through discussion of "emotive reading" and "referential reading."

Simmons, John S. "Who Is Responsible? The Need for Qualified Supervision of Reading Programs." LII (Feb. 1963), 86-88, 93.

Five-state study concludes that reading programs usually lack qualified leadership and adequately trained personnel.

Slocomb, Herlin. "The Forgotten Science." XXXIII (June 1944), 301-305.

A discussion of the formula for scientific thinking as the basis of all good English teaching.

Strang, Ruth. "Lesson Plans in Reading: Reading a Science Article." XXXIII (Apr. 1944), 205-207.

An approach to reading a technical science article.

Watts, Doris Ryder. "What's Happening to Reading." XLIII (Mar. 1954), 125-129.

Presents facts about trends in reading since television and offers valuable activities to stimulate reading.

Williams, Paul A. "Creative Reading." XXXVI (Nov. 1947), 454-459.

Several teaching methods of reading are suggested to stimulate student's thinking into more mature and creative channels of thought.

## Reading — Remedial — 228

English, Grace I. "Material for Remedial Reading." XL (Oct. 1951), 446-447. (RT)

Recommends boyhood biographies of famous men and sport stories with adult illustrations for remedial reading groups.

Robinson, Esther Agnew. "Reclaiming the Slow-Learning Boys and Girls." XXXVI (Mar. 1947), 134-137.

Suggestions are given for organizing reading instruction for slow learners and remedial pupils. Helpful materials are also listed.

Schubert, Delwyn G. "Rapport More Vital Than Method." XLIII (Apr. 1954), 198. (RT)

Remedial reading–a medium for therapy of personality maladjustment.

Snyder, Alan. "The Flashreader in the Reading Laboratory." XLI (May 1952), 269. (RT)

Explains use of flashreader–with four reasons for its use.

Turner, Carla S. "Improving Selection of Pupils for Remedial Reading: A Report on Research." L (Jan. 1961), 23-26, 31-33, 60.

Copes with the problem of identifying correctly and channeling into the remedial program those pupils who will be helped most.

————————. "Remedial Reading Pays Dividends in the Junior High School." XLVIII (Mar. 1959), 136-140, 153.

Reviews gains made by a class of 20 volunteer young teenagers programed for a daily period of individualized reading.

See also Individual Differences (Slow and Retarded).

## Reading — Research — 229

DeBoer, John J. "What Does Research Reveal about Reading and the High School Student?" XLVII (May 1958), 271-281.

Summarizes generalizations from a wide variety of research, grouping research under the developmental concern of high school youth, individual differences, reading interests, and interrelated factors. Extensive bibliography.

Early, Margaret J. "What Does Research Reveal about Successful Reading Programs?" XLVI (Oct. 1957), 395-405.

Summary of recommendations for reading programs by reading specialists, followed by review of current practices in secondary reading programs. A brief bibliography.

Gunn, M. Agnella. "What Does Research in Reading Tell the Teacher of English in the Secondary School?" XLVI (Oct. 1957), 391-394.

An introduction to a "Secondary Reading Series" intended to focus the results and implications of research data in the direction of the classroom teacher.

Hanlon, Helen. "What Does Research Reveal about Materials for Teaching Reading?" XLVII (May 1958), 282-288.

Research calls for providing a wide variety of interesting reading materials, at all grade levels, in order to give pupils the satisfactory experiences in which skills in reading are developed, maintained, and improved. Bibliography: Student Materials.

McCullough, Constance M. "What Does Research Reveal about Practices in Teaching Reading?" XLVI (Nov. 1957), 475-490.

A professor of education summarizes the results of research on problems of vocabulary, comprehension, speed, and appreciation in the teaching of reading. A bibliography of 119 titles concludes the article.

Norvell, George W. "Some Results of a Twelve-Year Study of Children's Reading Interests." XXXV (Dec. 1946), 531-536.

Suggestions for making reading genuinely attractive to students; based on data of 1700 students, measured by age, sex, and intelligence.

Pellettieri, A. J. "Is High School Reading Static?" XLIII (May 1954), 262. (RT)

Evidence to support the assertion that performance and reading rate can be improved in high school—a time when higher level of reading efficiency is required but no longer formally taught.

Russell, David H. "Some Research on the Impact of Reading." XLVII (Oct. 1958), 398-413.

Names four variables in the impact of reading on different people: the form of the materials, their content of ideas, the reader himself, and the setting and matrix in which overt responses are made. Bibliography.

Strang, Ruth. "Reading Interests, 1946." XXXV (Nov. 1946), 477-482.

Results of survey to find the reading interests of students from grade seven through twelve.

Strom, Ingrid M. "Does Knowledge of Grammar Improve Reading?" XLV (Mar. 1956), 129-133.

Report on measuring, testing, findings, and implications for teaching in an effort to clarify the claim that a knowledge of grammar functions in reading

Turner, Carla S. "Improving Selection of Pupils for Remedial Reading: A Report of Research." L (Jan. 1961), 23-26, 31-33, 60.

Copes with the problem of identifying correctly and channeling into the course pupils who will receive the most help.

Van Cleve, Charles Fowler. "Oral Reading of the Printed Page." XXXIII (Nov. 1944), 502-504. (RT)

A Diagnostic Profile of Oral Reading Proficency developed at Ball State University, Muncie, Indiana.

## Reading — Special Aspects and Projects — 230

Andrews, Joe W. "Audiovisual Reading Guidance." XL (Jan. 1951), 33-36.

Detailed account of a five-step audiovisual experiment with sophomores of wide range reading abilities and interests.

Carmichael, Leonard. "Does Reading Tire You?" XXXVI (Nov. 1947), 487-488. (RT)

Comments on a study of the changes in the motor pattern of eye movements during long-continued reading.

Certner, Simon. "Modern Life and Literature in the Vocational Curriculums." XXXIII (Mar. 1944), 135-143.

A discussion of the importance of emphasizing modern American literature in the reading program; of having books at hand; of providing books with simplicity of style and seriousness of subject matter; of using the problem approach to literature.

Clark, Roger W. "Reading Maps for Junior High." XLVII (Dec. 1959), 576-577. (ST)

Use of colored map to motivate reading; specifically, the amount read would contribute to the escape of a supposedly imprisoned newspaper man from Red China.

Dehl, Kermit. "Establishing the Library Habit." XXXIV (May 1945), 265-269.

"Library Day"—once a week for "outside" reading; "Weekly Reading Record" —for cumulation and teacher conference.

Elledge, Scott. "What Literature Do College-Bound Students Read." XLVII (Mar. 1958), 147-150.

Suggestions to secondary teachers based on an "unscientific" survey of the precollege readings of a freshman college class.

Farmer, Paul. "On the Basis for Literary Appreciation." XXXIV (May 1945), 280-282. (RT)

Applies to student reading the principle of Ernest Dimnet that "whatever we love, sincerely and honestly love, teaches us to love something higher in the artistic scale."

Gainsburg, Joseph C. "Play Reading with Dynamic Meaning." XLI (Oct. 1952), 403-410.

Discussion of problems—on the level of action, interpretation, and enjoyment—involved in the reading of plays with successively greater independence from the teacher.

Jerome, Sister Marie, S.S.N.D. "Literature, Leisure, and the Land of Promise." LII (Sept. 1963), 444-448. (ST)

Project designed to encourage sophomore students in a summer reading program. Sample order blank included.

Jones, Nellie F. "A 'Motorized' Reading Project." XL (June 1951), 313-319.

Teacher gives machine most of the credit for successful project with sophomores whose reading levels ranged from 6.1 to 10.6.

Letson, Charles T. "Young Reading or Twenty Years Later." XXXV (Nov. 1946), 493-497.

Contrasts the reading interests of contemporary (1946) high school students with the reading of author's student days.

Ramsey, Wallace Z. "Experiment in Teaching Reading in High School English Classes." XLVI (Nov. 1957), 495-500.

An experiment to improve vocabulary, speed, comprehension, and word attack, integrating reading with literature.

Riedinger, Mabel M. "Improving Reading through Interest in Jobs." XXXVII (Nov. 1948), 479-485.

Summer and/or part-time employment and vocational interests used to motivate better oral and written reports. Reading list.

Smith, Mary L., and Eno, Isabel V. "What Do They Really Want to Read?" L (May 1961), 343-345. (ST)

Questionnaire to reveal preferences in types of stories, characters, settings, and plots among junior high school boys and girls. Significant in revealing individual differences and range of choices.

Tabackman, Sadie P. "Can We Make Nonreaders Like to Read?" XXXVII (Dec. 1948), 517-524.

Nonreaders are encouraged to read by becoming acquainted with books which interested them. They went from the very simple to the complex.

Thomas, Ellen Lamar. "Reading Rainbows." L (Nov. 1961), 558-560 (ST)

Unique way of stimulating diversified reading by assigning a color to each type and displaying individual book pockets. Includes a suggested spectrum for the reading rainbow.

Wolfson, Martin. "Liberal Ideas and Reading Skill." XXXIV (Nov. 1945), 507. (RT)
There is a definite correlation between reading ability and progressive thinking in youth.

Worthington, Ethel. "A Ninth Grade Exploratory Reading Project." XL (Nov. 1951), 515-519.
Pupils met in library and read books about one of ten subjects; then they wrote paragraphs suggesting who might enjoy reading the same books.

## Remedial Work — 231

Camden, Blanche. "For Joe and Others, Companions of a Kind." XXXVI (Nov. 1947), 477-480.
Experimental program in which retarded students were taught under three situations: special help period for extreme cases, small group of the retarded, and the library on individual reading days.

Salerno, Grayce Foley. "An English Laboratory in Action." LII (Jan. 1963), 37-41.
Remedial program in reading, writing, and speaking for high schools. The laboratory situation attempts to aid students as individuals.

See also Reading (Remedial), Individual Differences (Slow and Retarded).

## Report Card — 232

Jensen, Lisbeth S. "Can You Answer the Jackpot Question?" XXXIX (Nov. 1950), 526-527. (RT)
Illustrates and explains "score card" toward a "workable, realistic" evaluation of students in English.

See also Composition (Evaluation).

## Research — 233

Broening, Angela M. "Development of Taste in Literature in the Senior High School." LII (Apr. 1963), 273-287.
Impressive review of the literature on the subject, high school level–subheadings: Factors Affecting Taste, Materials Affecting Taste, Methods Affecting Taste, Tests of Taste, Implications of Research, and Needed Research. Bibliography.

Steinberg, Erwin R. "Needed Research in the Teaching of Secondary School English." LI (Dec. 1962), 617-620.
Discussion on needed research in teaching literature, language, and writing.

Strom, Ingrid M. "Summary of Investigations Relating to the English Language Arts in Secondary Education–1958-1959." XLIX (Feb. 1960), 119-130.
Review of seventy-three research studies of pertinent interest to all English teachers from elementary through college.

See also Reading (Research) and Curriculum (Evaluation).

## Research Paper — 234

Benardete, Doris. "An Experiment in Primary Research." LI (Oct. 1962), 487-489.
Assigned *Hamlet* as only source for primary research; cites table of contents for best papers.

Boggs, W. Arthur. "Dear Principal." XLVII (Feb. 1958), 86-87. (ST)
College composition teacher's plea that high school students be taught the basic principles of writing short papers instead of preparing research papers which they are not qualified to do.

Burton, Katherine. "Some Further Thoughts on Research Papers." XLVII (May 1958), 291-292. (ST)
Recommends that high school students write "library papers" instead of "research papers."

Cummings, Annette. "An Open Letter to Teachers of English." XXXIX (Jan. 1950), 38-39. (RT)
Attacks the assignment of research papers to precollege students, for they have neither the motivation nor the scholastic background to profit by this highly specialized method of scholarship.

Dickie, Ollie R. "Turning the First Stone of Research." XLVIII (Jan. 1959), 36-37. (ST)

Steps taken by seniors in research work on recent English authors; browsing, evaluating, studying, and writing in preparation for college research papers.

Jumper, Will C. "Dear Instructor of College Composition." XLVII (May 1958), 289-291. (ST)
Reply to the "Dear Principal" article of February 1958, citing evidence to explain why some skills of writing research papers should be taught at the high school level.

Leonard, J. Paul. "Using Borrowed Ideas." XXXIV (June 1945), 321-326.
Discusses how to teach youth to select and arrange the borrowed ideas they will need to organize and prepare a report based upon divergent points of view.

Pollin, Burton R. "Integrating the Phases of English through the Research Report." XLVIII (Nov. 1959), 477-479. (ST)
An illustrative unit on *Cry, the Beloved Country* utilizing the four major activities in language arts, with committees working at home to prepare selected individual reports on Africa.

Rast, Carlisle L. "The Beginning Research Paper." L (Oct. 1961), 469-471.
Lists basic conditions for research paper in high school and discusses a specific unit based on Sherwood's *Abe Lincoln in Illinois.*

Stamper, James M. "Personal Interviews." XLVIII (Feb. 1959), 84-85. (ST)
Experiences of seniors preparing research papers via interviews with authorities in various fields of student interest.

Wells, Mary. "A Musical Term Paper." XXXVIII (Nov. 1949), 526. (RT)
Short account of one student's presentation of "Music in Shakespeare's Time."

Wiebler, Father William F. "Gimme a Gimmick." XLIX (May 1960), 343-344. (ST)
Records two devices used to motivate research papers and letter writing.

Wolfe, Don M. "Fruitful Long Paper: The Autobiography." XLV (Jan. 1956), 7-12, 38.
Indicates five steps in planning the paper: narrowing the topic, organizing the paper, upper-year autobiographies, related reading and assigning the biography.

## Retarded Learners — 235

See Individual Differences.

## Rhetoric — 236

Wallace, Karl R. "Towards a Rationale for Teachers of Writing and Speaking." L (Sept. 1961), 384-391.
Examines relationship of writing and speaking, using rhetoric—the art of practical and popular discourse—to illustrate that the subject matter of rhetoric is based upon materials which student and citizen meet every day.

## Richter, Conrad — 237

Kohler, Dayton. "Conrad Richter: Early Americana." XXXV (Sept. 1946), 363-369.
Discussion of Richter as regional writer who "has reclaimed two segments of the American past." Individual works briefly analyzed.

## Roberts, Kenneth — 238

Thomas, Cleveland A. "Teaching Students to Judge Realistically." XXXVIII (Oct. 1949), 462-463. (RT)
Sophomores introduced to complexities of moral problems in reading and discussing *Rabble in Arms.*

## Salinger, J. D. — 239

Carpenter, Frederic I. "The Adolescent in American Fiction." XLVI (Sept. 1957), 313-319.
Examines the work of J. D. Salinger, Carson McCullers, and Jessamyn West, concluding that ". . . at his best the modern American novelist of adolescence describes the problems of his protagonists so that they become also the problems of our adolescent civilization . . ."

Little, Gail B. "Three Novels for Comparative Study in the Twelfth Grade." LII (Oct. 1963), 501-505.
Discussion of the possibilities of comparative study in the twelfth grade of three American novels, of which one is *The Catcher in the Rye.*

Marcus, Fred H. "*The Catcher in the Rye*: A Live Circuit." LII (Jan. 1963), 1-8.

An insight into the literary qualities in *The Catcher in the Rye* and into the human qualities of its leading character, Holden Caulfield.

## Sandburg, Carl — 240

Cargill, Oscar. "Carl Sandburg: Crusader and Mystic." XXXIX (Apr. 1950), 177-184.

Traces the proletarian and socialist themes in Sandburg's early poetry, the shift of his political allegiance in *Cornhuskers,* and the development of superior artistic expression in *The People, Yes* and *Abraham Lincoln: The War Years.*

Yatron, Michael. "Carl Sandburg: The Poet as Nonconformist." XLVIII (Dec. 1959), 524-527, 539.

Recapitulates some of the causes espoused by Sandburg, the democrat, and expressed in poetry so often resembling "talk" that it serves as a good introduction for the antipoetic student.

## Saroyan, William — 241

Fisher, William J. "What Ever Happened to Saroyan?" XLIV (Mar. 1955), 129-134.

Analysis of the change in Saroyan's popularity and the decline in the quality of his work.

## School Paper — 242

Berry, Thomas Elliott. "The School Paper —An Appraisal." XXXV (Sept. 1946), 400-401. (RT)

Self-examination, qualified adviser, and properly trained student staff as remedy for the weaknesses in the school publication program.

Hardy, Nina. "Correlation of the Work on the School Paper and Grammar." XLI (Oct. 1952), 429-431. (RT)

Finds the schoolpaper one of the best motivations for good English usage.

Hartman, William. " 'I Wanta Write a Column'." XXXVII (Feb. 1948), 88-91.

Discussion of the attitudes of a high school student about the problems of becoming a columnist. There is an outline of the problems of writing a column.

Hill, Alma. "Why Do It after School?" XXXVII (Sept. 1948), 364-366.

The answer to doing a weekly school paper in a small rural school.

Maloney, Henry B. "School Newspapers and the Criticism of Popular Culture." XLVII (Sept. 1958), 373-375.

Contends that the school paper can augment the processes of both education and journalism by critically eyeing the audio-visual world of TV, movies, and theater.

Olson, James W. "Directing the School Paper." XLVII (Sept. 1958), 344-348.

Concrete suggestions for teachers without journalism training who find themselves directing student newspapers. Bibliography.

Waldrep, Reef. "Does Your School Paper Educate?" XXXVIII (May 1949), 283-284. (RT)

Suggests possible lessons for paper staff through meeting responsibilities, deadlines, and social pressure.

Watermolen, Arthur. "High School Paper into Community Paper." XLI (Nov. 1952), 552-553. (RT)

Story of a four-page high school paper with a circulation of only high school students which grew into a school-community newspaper which influenced local business and promoted progressive civic projects.

Way, Florence E. "The Magazine: An Incentive for Composition." XXXIX (Feb. 1950), 87-90.

The school magazine as a means of giving praise and recognition for student writing.

See also Journalism.

## Science — 243

See Interdepartmental Cooperation and Curriculum (Organization).

## Science Fiction — 244

Lamb, Peter A. "Race to the Moon." XLVI (Nov. 1957), 503-505.

A four-week project of writing science fiction. Group work. Study of techniques, characterization, vocabulary.

## Scott, Sir Walter — 245

Boyer, Ellen F. "A Musical Approach to *The Lady of the Lake.*" XXXV (Dec. 1946), 560-561. (RT)

Uses of *The Lady of the Lake* as approach for teaching poetry through musical selections.

Goldstone, Herbert. "Question of Scott." XLVI (Apr. 1957), 187-195.

Analyzes Scott's method generally–plots, setting, subject matter, characterization–and appraises his two most commonly taught works–*Ivanhoe* and *The Lady of the Lake*.

Peters, Marion W. "A Different Approach to *Ivanhoe.*" XXXVIII (Apr. 1949), 226-228. (RT)

Account of class using hypothetical radio programs to present the novel in its own day and setting. Includes bibliography of background materials.

## Semantics — 246

Corbin, Richard. "Will Semantics Help?" XLIII (Mar. 1954), 130-134, 146.

Emphasizes need to know how words work; admonishes teachers to prepare themselves and to incorporate semantics in lessons in order to prepare young people with the linguistic insights needed to handle problems common to existing media and those yet to come.

Dusel, William J. "Some Semantic Implications of Theme Correction." XLIV (Oct. 1955), 390-397.

Comprehensive discussion of the statewide study of the teaching of writing in the secondary schools of California.

Glicksberg, Charles I. "Semantics in the Classroom." XXXIII (Oct. 1944), 408-414.

A discussion of the values of semantic methods for English teachers as they guide students in clarifying their thoughts; facilitating their thinking; and making their discourse more smooth, precise, and expressive.

Green, Roberta. "Teaching How Language Works." XLVII (Jan. 1958), 25-28.

An examination of what use may be made of semantics in high school to help students cope with the relationship of symbols and referents to understand language. Discussion is related to everyday experience.

LaBrant, Lou. "Analysis of Clichés and Abstractions." XXXVIII (May 1949), 275-278.

Stresses knowledge, honesty, and responsible word usage as ways to combat the cliché and abstraction in student thinking.

Rutan, Edward J., and Neumayer, Engelbert J. "Composition with Meaning." XXXIII (Dec. 1944), 547-551.

A discussion of the importance of teaching grammar and composition from the point of view of meaning.

Thomas, Cleveland A. "Semantic Concepts for Secondary School English." XLIX (Mar. 1960), 186-191.

Reports semantic concepts judged most important in a list of 55 principles by group of secondary school principals. Concepts are grouped in five areas: language and symbolism, context, metaphor, abstraction, and uses of language.

## Sentence Structure — 247

See Composition (Sentence) and Linguistics.

## Shakespeare, William — 248

Ayer, Coburn H. "Shakespeare Festival." XLIII (May 1954), 259-260. (RT)

Cooperative venture involving neighboring schools and a well-known actor took Shakespeare out of the classroom and put "the show on the road."

Bailey, Margery. "Shakespeare in Action." XLIII (Mar. 1954), 111-118, 141.

Plea to rescue Shakespeare from academic preoccupations, neoclassical grandeur, and star performers followed by a reinterpretation of *The Merchant of Venice* and *Hamlet*. Use of the Tudor stage restores vital action and original interpretation.

Bartling, Charles E. "On Teaching *Macbeth* and Shakespeare." XLIX (Jan. 1960), 38-39. (ST)

Account of teaching a unit on *Macbeth* by use of committee method and a recording.

Benardete, Doris. "An Experiment in Primary Research." LI (Oct. 1962), 487-489.

*Hamlet* as source for papers in primary research; cites subjects of best papers.

Bliss, Lawrence E. "A Protest." XXXVII (Jan. 1948), 39-40. (RT)

Disagreeing with an earlier article entitled "Shakespeare Is for Adults," the author cites examples from Shakespeare and others which demonstrate the contribution which literature can make to the development of mature, critical thinking on the part of adolescents.

Calitri, Charles. "*Macbeth* and the Reluctant Reader." XLVIII (May 1959), 254-261.

Suggests that *Macbeth* as a classic can be the teacher's approach to move "the whole stuff of education nearer to the stark and often sordid realities of life."

Carlin, Jerome. "The Case against *The Merchant of Venice.*" XLII (Oct. 1953), 388-390.

Using statements made by Shylock himself and opinions expressed about him by other characters, the author endeavors to prove that "Shylock is not a noble figure," and that the play cannot be used to dispel any feelings of anti-Semitism.

Christ, Henry I. "*Macbeth* and the Faust Legend." XLVI (Apr. 1957), 212-213.

Parallels and contrasts in the two plot protagonists.

Danker, Frederick E. "Composition Themes from *Hamlet.*" LI (Nov. 1962), 571-573. (ST)

Suggests topics for student compositions related to Hamlet: paraphrase soliloquies, characterize Polonius (or others), and a critical essay based on a Walter Kerr article.

Dean, Leonard F. "*Julius Caesar* and Modern Criticism." L (Oct. 1961), 451-456.

Twentieth century interpretation reflects cultural changes, and the play is now read "as a problem play marked by political, ethical, and psychological ironies of a decidedly modern and painfully human kind." In this light discusses Brutus, Caesar, ironic satire, and structure.

____________. "*Macbeth* and Modern Criticism." XLVII (Feb. 1958), 57-67.

Value of modern criticism for showing "high school students how to grow up to the classics." Bibliography.

Dias, Earl J. "Shakespeare or Hemingway —Or Both?" XXXIV (May 1945), 278-280. (RT)

Shakespeare as symbolic of the "classical" approach to literature.

Edgerly, Lydia. "Shakespeare in 1951." XL (Dec. 1951), 573-574. (RT)

Films and records used with texts to lead students to a greater appreciation of Shakespeare.

Fidone, William. "An Above Average Class Studies *Hamlet.*" XLV (Nov. 1956), 470-476.

Delineates critical preparation, reading of the play, and post-reading activities in the teaching of *Hamlet* "in its full frame of reference."

Foster, Guy L. "Teaching *Julius Caesar* to Slow Learners." XLIX (Dec. 1960), 632-634. (ST)

Class procedure and class response involved in the treatment of plot, characters, and other features of the play.

Gallman, Mary N. "Macbeth Lives Again." XLI (Sept. 1952), 370-371. (RT)

Student discussion of changes in the character of Macbeth from the point of view of Macbeth, Lady Macbeth, Macduff, Banquo, Duncan, the doctor, nurse, and witches.

Goldberg, Sam. "*Romeo and Juliet* and 'Vocational' Boys." XXXIX (Mar. 1950), 159-160. (RT)

Teaching *Romeo and Juliet* by assignment to class rows, by before-class acting, by panel discussion, and by constituting the class as newspaper critics.

Gray, Cecelia E. "Listening to *Julius Caesar.*" XXXVI (Mar. 1947), 152-153. (RT)

Helpful suggestions for teachers when playing recordings of *Julius Caesar* for literature classes.

Harrison, G. B. "The Teaching of Shakespeare." LII (Sept. 1963), 411-419.

Shakespeare introduced to high school students by *Julius Caesar;* emphasis on plot, diction, characterization with an analysis of the speeches of Brutus and Antony.

Heavey, Regina. "Goodbye, William Shakespeare." XXXVIII (Nov. 1949), 512-515.

Regrets deletion of Shakespeare from the program because to do so is to bid farewell to "the exaltation of mind and spirit so essential to great literature."

Henry, George H. "The Growth of a Unit." XXXVII (Sept. 1948), 341-347.

The author, critical of traditional teaching of *Macbeth*, records approaches to its meaning in ways to meet contemporary personal student interest and requirement.

Hodgins, Audrey and Frank. "Teaching Guide for *Richard III*." XLV (Mar. 1956), 138-140, 144.

Prepared by request for teachers who wanted to use it in conjunction with NBC television production of *Richard III*—includes questions for discussion.

Holmes, E. M. "Shakespeare without Pain." XLII (May 1953), 270-271. (RT)

The negative approach by teacher in "daring" students to read Shakespeare. Class accepted the challenge, and *Macbeth* was selected. An account is given of the method employed in its study.

Kiley, Frederick S. "Fate's Midnight: A Teaching Guide for *Macbeth*." XLIX (Nov. 1960), 589-592. (PA)

A teaching guide for the Hallmark production of *Macbeth* whose exposition and questions still have pertinence.

____________. "Teaching Guide for *The Tempest*." XLIX (Feb. 1960), 131-133. (PA)

Detailed account of television production with helpful teaching suggestions for creative activities.

____________. "Teaching Guide for *Twelfth Night*." XLVI (Dec. 1957), 582-585. (PA)

Suggestions for heightening critical insight of students preceding the NBC-TV production of *Twelfth Night*. With or without the film, the "Topics for Discussion" is of value, as is much of the article itself.

Ladd, William. "*Macbeth*—As a Reading Production." XXXIII (Sept. 1944), 374-377.

Description of an experiment in oral interpretation.

"Leah, Miss Grenshaw, and Shylock." XXXVIII (Dec. 1949), 580-583. (RT)

Imaginative account of Jewish girl's experience in a class studying Shakespeare.

Loveall, James. "Shakespeare Is for Adults." XXXVI (Sept. 1947), 363-366.

A teacher questions the maturity of high school students to understand and appreciate Shakespeare.

Makey, Herman O. "In the Literature Class." XXXIX (Sept. 1950), 360-366.

Describes teaching techniques for analysis of *Macbeth*, as a specific example of helping students overcome problems in reading literature.

Marder, Louis. "An Age of Kings." L (Nov. 1961), 566-568.

Helpful discussion and hints for teacher aids for the fifteen programs of the famous Shakespearean series.

Martin, Martha Wing. "Shakespeare in Today's Classroom." XLIV (Apr. 1955), 228-229.

*Julius Caesar*, *Macbeth*, *The Merchant of Venice*, and *Hamlet*, the Shakespearean plays most frequently taught according to a survey of one hundred and three schools in California.

Miller, Helen Rand. "*Othello* in a Community College." XXXIX (Apr. 1950), 221-223. (RT)

Thinking about life with Shakespeare through a composite of student papers put together under the title "Othello—Can a Soldier Be a Good Husband?"

Mooney, Alfred Leland. "Students Write a New Ending." XLIII (Dec. 1954), 522. (RT)

Teaching experience in study of *Hamlet;* included much discussion and finally student compositions of a variant ending to the play.

Page, M. Myriam. "Reexamining Certain Methods in the Teaching of Literature." XXXIV (June 1945), 326-329.

Includes reference to the study of *Hamlet*.

Palmer, Dora E. "A Good Deed in a Naughty World." XXXV (Sept. 1946), 370-375.

Urges the teaching of *Merchant of Venice* for its value in seeing into social problems and into religious and racial hatred.

__________. "The Play's the Thing." XXXVIII (Dec. 1949), 568-571.
Attempts to explain why and how to teach a number of the Shakespeare plays customarily assigned to high school. Lists preparation materials for panels on Shakespearean plays.

Perrin, Porter G. "*The Merchant of Venice,* Etc." XL (Oct. 1951), 446. (RT)
The view that *The Tempest* and *The Taming of the Shrew* are much more suitable plays for high school than *The Merchant of Venice,* quite apart from the race issue.

Reynolds, William J. "When Thou Doest *Macbeth,* Do It Quickly!" XLVII (Feb. 1958), 90-91. (ST)
Suggests the reading of specific essays to make the play move faster and be more entertaining to students.

Royster, Salibelle. "Shakespeare for the Superior." XXXVI (Jan. 1947), 34-37.
Description of a semester's unit on Shakespeare for an intellectually superior class. Includes plays seldom read: *Cymbeline, A Comedy of Errors, Two Gentlemen of Verona.*

Ruth, Mary A. "Two Devices Applied to *Macbeth.*" XXXVII (Jan. 1948), 46. (RT)
Presents a student's response to the assignment of writing the story of *Macbeth* as a modern newspaper might carry it.

Ryerson, Edward. "*Julius Caesar* Once Again." XLVII (Jan. 1958), 1-7.
An analysis of *Julius Caesar* developing "teachable characteristics" in ideas, background, and interests for a ninth grade English class.

Saalbach, Raymond C. "*Macbeth* in Review." XXXIX (Dec. 1950), 574-577.
Review and appreciation study of *Macbeth* in an eleventh grade class of a private preparatory school for boys who had read the play five months previously.

Scott, Richard E. "Shakespeare for Beginners." XLII (Dec. 1953), 504-506.
Based on the belief that *As You Like It* is a suitable play to introduce Shakespeare to eighth graders, reports on preparatory work and teaching procedure used with this play.

Shapiro, Alan. "Should *The Merchant of Venice* Offend Jewish Students?" XLI (Oct. 1952), 432-433.
Considers play probably "the most eloquent plea for a persecuted group that has ever been written"; it provides excellent material for discussion of prejudices after teacher or pupils do pertinent historical research.

Taylor, Gary J. "*Romeo and Juliet* and *West Side Story*: An Experimental Unit." LI (Oct. 1962), 484-485.
The lovers transferred into twentieth century New York, where Montagues became Jets and Capulets became Sharks; Romeo became Tony and Juliet the beautiful Maria.

Thomas, Cleveland A. "A Focus for Teaching *Hamlet.*" XLVII (Jan. 1958), 8-14, 40.
Outlines difficulties in *Hamlet* for high school students and establishes the need to teach the play as theater; then with the weakness in the character of Hamlet as focus, details plan for reading, analyzing, and writing essay interpretations. Reference also to visual aids.

Turner, David A. "Shakespeare and the Status Seekers." XLIX (Dec. 1960), 634-636. (ST)
Concerned with the contrast between "really studying a subject for its intrinsic merit," and becoming acquainted with a subject only vaguely because knowing certain key names gives status.

Watson, Mary Hughes. "*Macbeth* Outgrows the Classroom." XXXIX (Jan. 1950), 33-34. (RT)
Describes how *Macbeth* grew to be the senior play as a result of a series of *Macbeth* projects in senior English.

Wells, Mary. "A Musical Term Paper." XXXVIII (Nov. 1949), 526. (RT)
Short account of eleventh grade research paper entitled "Music in Shakespeare's Time."

Zink, Priscilla M. "*Hamlet*—Caviare to the Generals." XLIV (Jan. 1955), 37-38. (ST)
Interest and excitement in the plot of *Hamlet* for senior students of lesser academic ability.

## Shapiro, Karl — 249

Kohler, Dayton. "Karl Shapiro: Poet in Uniform." XXXV (Feb. 1946), 63-69.

Describes qualities of Shapiro's poetry that qualify him as spokesman of the War generation.

Southworth, James G. "The Poetry of Karl Shapiro." LI (Mar. 1962), 159-166.

Discusses the ideas and prosody of the relatively popular contemporary poet under various subheadings: The Long Works, Shapiro's View of Life, Shapiro and "Jewishness," The Satiric Poems, Shapiro's Prosody, and The Major Defect.

## Shaw, Irwin — 250

Evans, Bergen. "Irwin Shaw." XL (Nov. 1951), 485-491.

Rates Irwin Shaw a true artist whose materials and characterizations are fresh if sometimes superficial; includes accounts of novels and typical short stories.

## Sherwood, Robert — 251

Rast, Carlisle L. "The Beginning Research Paper." L (Oct. 1961), 469-471.

Illustrates the place for the "research" paper in high school by a unit based on Robert Sherwood's play *Abe Lincoln in Illinois.*

## Short Story — 252

Ballou, Barbara. "Exercises Building toward the Short Story." XLIX (May 1960), 345-346. (ST)

Describes series of exercises designed to develop skills and techniques needed for writing short stories in a junior high creative writing course.

Bens, John H. "Miss Brownstone, an Uncontrolled Variable." XLV (Dec. 1956), 547-552.

"A sort of short story."

Breault, C. W. "Three Steps to Short Stories." XLV (Mar. 1956), 141-144.

Assignments based on the theme of a specified novel, its character development, and a final paper in which the student sent the principal character through the events which make up the plot given as steps to induce story creation and appreciation.

Burton, Dwight L. "An Experiment in Teaching Appreciation of Fiction." XLII (Jan. 1953), 16-20.

Discusses carefully controlled and scientifically evaluated experiment in teaching the short story to approximately 200 twelfth grade students in Minnesota.

Freeman, Bernice. "Teaching Short Stories." XLIV (May 1955), 284-287; 307.

Importance of the teacher's introduction of a new story if stimulating discussions are to result from reading assignments; specific examples.

Goldberg, Murray A. "Constructing a Short Story Index." XXXIII (Dec. 1944), 558-560. (RT)

A two weeks, 2500 card project which enabled students to locate any short story in the school library.

Halperin, Irving. "Panel Discussion in the Short Story Class." XLI (Feb. 1952), 97-98. (RT)

Better understanding of short story characterization, technique, and idea achieved via panel and cross-examination techniques.

Joselyn, O.S.B., Sister M. "A Plan for Study of the Short Story." XXXIV (Feb. 1945), 95-97. (RT)

Broad and technical aims for teaching the story to better-than-average tenth graders.

Mirrieless, Edith R. "Short Stories, 1950." XL (May 1951), 247-254.

Resurgence of the short story; more collections published in the form than in previous years; comments about a number of popular writers in the genre.

Reynard, C. Cassil. "A Classification of Stories Based on Character." XXXVII (Dec. 1948), 545-547. (RT)

In a good story the outcome depends on the character (personality, moral traits, etc.) of the main person or persons in it.

Schmidt, Joseph. "The Short Story: A Unit in Creative Writing." XLI (Dec. 1952), 536-539.

Story unit to extract real drama from personal experience; taught in five steps: finding material and utilizing experience, exploring the experience, fictionalizing the experience, rewriting, and judging the story product.

West, Ray B., Jr. "Modern Short Story and the Highest Forms of Art." XLVI (Dec. 1957), 531-539.

Development of types is the outgrowth of man's view of life: heroic tales of early Greece and Middle Ages; novel as man's interest in relation to nature and to society; the focusing upon a single event in the short story: James, Joyce, Poe, Faulkner, Hemingway.

## Shulman, Irving — 253

Alm, Richard S. "Revised and Edited–A Closer Look." XLV (Mar. 1956), 147-148. (ST)

Irving Shulman's *Cry Tough* in the original and paperback edition.

## Slang — 254

Millhauser, Milton. "The Case against Slang." XLI (June 1952), 306-309.

"Slang . . . belittles what it conveys . . . lacks precision and variety . . . is inadequate to critical thinking and imposes a cynical or flippant tone on . . . serious ideas."

## Slow Learners — 255

See Individual Differences (Slow and Retarded).

## Smith, Lillian — 256

Marcus, Fred H. "*Cry, the Beloved Country* and *Strange Fruit*: Exploring Man's Inhumanity to Man." LI (Dec. 1962), 609-616.

The Lillian Smith work considered with that of Paton in a study of the sociological novel.

## Speech Arts — Discussion, Class, and Group — 257

Britton, Jane. "Let Them Talk–The Community Will Listen!" XLIV (Mar. 1955), 159-160.

Specific topics and suggestions for procedures for teenage panel discussions.

Cauley, Thomas. "Getting Them All to Talk." XXXV (Mar. 1946), 157. (RT)

Relates experience in drawing the reticent into class discussion.

Conger, Mrs. Edwin; Pipes, Mrs. Henry; McLendon, Mrs. Gerald; Causey, J. D. "The High School Forum: Training for Tomorrow's Citizens." XXXVI (Apr. 1947), 196-197. (RT)

Pertinent suggestions and a list of eleven goals as guide lines for teachers in their preparation for the student forum.

DeBoer, John. "Implications of Group Dynamics for English." XLI (May 1952), 239-244.

Undertakes "to summarize some of the concepts suggested by the group dynamics movement, particularly as they apply to the problems of group discussion"–with pertinent pedagogical implications to the field of spoken English.

Decker, Richard G. "Studying Conversation via Pupil Problems." XLIV (Oct. 1955), 398-400.

Development of skill in the purposeful use of language in small, informal discussion groups by offering real problem situations, participating in role playing, and recording discussions for critical analysis.

Dilley, Lois Anne. "Discussion: A New Technique for the Classroom." XXXVI (Oct. 1947), 412-419.

Group discussion as the technique "for all democratic groups, including classes." The technique demands mature skills; their development takes careful planning and organization on the part of teacher.

Larson, P. Merville. "Discussion–A Basic Procedure in Teaching English." XL (Sept. 1951), 379-382.

Students in groups of five to seven ask the questions and seek answers to problems of current interest and improve their ability to listen and communicate.

Lazarus, Arnold Leslie. "Guards for Our Future Security." XLIV (Sept. 1955), 347-350.

Parliamentary organization in English classes, a microcosm of a free society to foster citizen growth.

Oliver, Robert T. "Group Discussion in the English Class." XLVII (Feb. 1958), 87-89. (ST)

Discusses goals to achieve in group discussion and how to set "standards of judgment" to reach them. Includes other speech activities.

Sobotka, Mildred. "Everyone Talks." XL (May 1951), 277-278. (RT)
Tells how one teacher gets greater participation by dividing her class into groups.

## Speech Arts — Drama and Theater — 258

Joyce, John F. "S.A.O.: Toward the Renaissance of the Theatre in the Secondary School." XXXVI (Nov. 1947), 481-486.
Outlines a three point program for bettering the secondary school theater: Selection, Adaptation, and Organization.

Pettit, Paul Bruce. "Arena Theater Is the Answer." XLII (Apr. 1953), 199-204.
Notes problems confronting the English teacher who also supervises the dramatics program. Solution offered involves the "arena theater, a theater with a central acting area, on all sides of which the audience is seated."

Poley, Irvin C. "More Chances for Growth: The Value of a Malvern Festival." XL (Oct. 1951), 433-436.
Speech class presentation of significant bits from well-known plays to school assembly and other audiences in Malvern pattern.

Tellier, John E. "A Plan for In-School Dramatics." XXXIX (Jan. 1950), 16-20.
Plan to use the students' free time in a daily drama workshop to prepare educationally sound and theatrically worthwhile one-act plays, scenes from plays, and adaptations of standard plays for presentation and for making "dramatics a field of rich experience."

Veidemanis, Gladys. "Drama in the English Classroom." LI (Nov. 1962), 544-551.
Discussion of objectives, sequence, and teaching procedures in drama. Regrets that drama is the neglected genre in high school.

See also Drama.

## Speech Arts — Extempore — 259

Brink, Lauren L. "Extemporaneous Speaking in the English Class." XXXVI (Nov. 1947), 474-477.
Helpful suggestions for developing "the prepared but unmemorized delivery so admirably suited to the aims and practices of the English class."

Potter, Robert E. "Sound Offs." XLIV (Dec. 1955), 532-534. (ST)
Interesting plan for brief impromptu speeches in the English class.

Wendelin, Sister M., O.S.B. "Extemporaneous Speaking as Part of the English Course." XXXV (Oct. 1946), 454-455. (RT)
Relates experience (with suggestions) of using composition class to teach oral communications.

## Speech Arts — General — 260

Adams, Harlen M. "Speech Activities in the Secondary School." XXXV (Mar. 1946), 129-133.
Suggestions for planning a speech program: lists aims and areas of stress.

Altstetter, M. L. "The First Function of English." XXXIII (June 1944), 297-301.
A plea that self-expression, by individuals and by groups, be considered the first function of language and the means to motivation for the study of English.

Brink, Lauren L. "The Inseparability of English and Speech." XXXIV (May 1945), 269-271.
Three ways of bringing English and speech closer.

Davis, Edwin B. "American Nasality." XXXIII (Sept. 1944), 387. (RT)
Specific suggestions of ways to become aware of and to correct nasality.

Kincheloe, Isabel. "On Refining the Speech Scales." XXXIV (Apr. 1945), 204-207.
Better definition of goals, more exact methods of appraisal, and oral report sample for making training in speech more meaningful.

Kletzing, Evelyn. "Communicative Speech through the Interpretation of Literature." XXXIII (Jan. 1944), 40-41.
A description of a course in the interpretation of literature and the fundamentals of speech.

Lumsden, Florence M. "The School Newscast as a Project in Language Arts." XL (Sept. 1951), 395-396. (RT)

Involves speech class listening to news, evaluating what is heard, and rewriting in student language for broadcasting on the school public address system.

McLaughlin, William J. "Public Address System Improves English Instruction." XLI (Dec. 1952), 550-551.

Records enrichment, development, and enjoyment derived by ninth grade pupils.

Marckwardt, Albert H. "An Experiment in Aural Perception." XXXIII (Apr. 1944), 212-214. (RT)

Discussion of special problems of the Latin American teachers of English related to differences in sounds between Spanish and English.

Mauk, Grant. "Speak Up." XLIV (May 1955), 290-291. (ST)

Specific illustrations of the important place of speech in the English class.

Mosso, Asenath M. "The Relation of Oral Communication to Other Aspects of the English Program." XXXIV (Oct. 1945), 440-444.

Discusses importance of speech in communication and the relationship between the written and the spoken word.

Painter, Margaret. "The Dilemma of the Four-Leaf Clover." XXXVIII (May 1945), 254-259.

Explores the needs and benefits involved in skill in oral communication.

Perry, Harold J. "The Living Newspaper." XXXIX (Jan. 1950), 11-15.

Describes application of the "Living Newspaper" technique of the Federal theater of the 1930's to English and social studies classes in order to develop oral and written expression.

Pooley, Robert C. "The English Teacher's Preparation in Speech." XLV (Apr. 1956), 181-187, 200.

Pleads for sound knowledge of the English language in its spoken forms, development of an awareness of the potentialities of spoken English as a part of the teaching of English, and that some work in the speech arts be an essential part of the training of every teacher of English.

Robb, Margaret. "Improving Declamation Contests." XXXVIII (Sept. 1949), 397-398. (RT)

Possible alternatives for the conventional declamation contest.

## Speech Arts — Teaching of — 261

Adler, Catherine E. "Developing Oral Communication Skills." XLI (Jan. 1952), 24-30.

Cooperative planning, critical thinking, and efficient committee work led to unusually effective communication during a semester with special emphasis on speech training.

Ballet, Arthur H. "Oral Interpretation in the English Class." XXXIX (Dec. 1950), 560-567.

Only full intellectual and emotional understanding of a work can make alive again for auditors the experience through which it was created by its author.

Brochick, Anna. "Improving Oral Reports." XLII (May 1953), 262-264.

Offers teacher-pupil plan to counter objections raised by ninth graders when required to give oral reports. Among suggested proposals: posters, charts, graphs, or maps as illustrative devices to explain a subject. Also notes goals to be achieved by a good talk.

Cauley, Thomas. "How Would You Say It?" XXXIX (June 1950), 322-325.

Poses examples of face-to-face communication and of letters, of moving picture dialogue, and of analysis of conversation in stories as help to students involved in everyday communication situations.

Chamberlain, Robert J., and Panhorst, Alberta. "Speech for Seventh Graders." XLVII (Nov. 1958), 510-511. (ST)

Describes a language arts course to help train students in the art of oral English.

Copalowitz, Dorothy. "Speech in English Class." XXXIX (May 1950), 272-274. (RT)

Ideas used for weekly class projects aimed at increasing effectiveness of oral expression.

Dilley, Lois Anne. "The Tail or the Dog." XL (May 1951), 254-260.

Reports a successful multi-approach course in oral communication for sophomores based on results of inventory of pupil, parent, teacher ideas.

Feeley, Mary F. "Let Them Talk—Then Write." XLIV (Oct. 1955), 414. (ST)

Motivation of written expression by allowing students to talk about themselves and their specialties.

Freidman, Irving R. "Speaking of Choral Speaking." XXXVI (Feb. 1947), 95-96. (RT)

Pertinent suggestions for use of choral speaking in the instructional program.

French, Ruth E. "Planning Speech Training for All Youth." XLV (Sept. 1956), 328-333, 340.

Draws on the successful experience of the author to stress the importance of sound and cumulative speech training; specifies a three-phase program.

____________. "The Potential of Speech in the English Program." XLIX (Nov. 1960), 556-562.

Ways of incorporating speech in units of the regular English program.

Fry, Dorothea. "What Is English?" XLII (Sept. 1953), 336-337.

Acting on a sudden inspiration of the teacher, an interesting project, involving both students and their parents, resulted from this question: "Can you think of one word that means 'English' to you?"

Goldberg, Irving J. "Let the Record Speak." XLI (Mar. 1952), 147-150.

Experiment with inexpensive tape recorder to improve speech.

Golden, Ruth. "English Language Laboratory." XLVI (Jan. 1957), 28-31.

Directions for listening papers, activity list, discussion guide questions, and impromptu speech topics for freshman year to establish good speech habits.

Hussey, Edith L. "The Class Club." XLI (Sept. 1952), 357-362.

Goals, procedures, and results for speaker participation from the class club in four eighth grade English classes.

Kletzing, Evelyn. "Choral Reading in the English Classroom." XXXV (Feb. 1946), 100-101. (RT)

Oral classroom reading of poems commonly found in high school anthologies.

Lumsden, Florence M. "The School Newscast as a Project in Language Arts." XL (Sept. 1951), 395-396. (RT)

Members of speech class listen at noon to radio news report and prepare a suitable version to broadcast throughout school.

Murphy, Eloise Cronin. "Make Them Speak." XXXVI (June 1947), 316-319.

Lists procedures for giving the student opportunity to improve his vocal language in and outside the classroom.

Olson, Helen F. "Speech for All." XL (Apr. 1951), 204-209.

Sophomores learn to listen and have their vision sharpened as the Statue of Liberty, Christ of the Andes, and the Palace of Peace are brought into this communications course.

Painter, Margaret. "Basic Principles in Teaching Oral Communication." XL (Sept. 1951), 393-394. (RT)

Chairman of NCTE committee gives outline of topics which will appear in her report.

____________. "Courses in Methods Offered in Teacher Training Institutions." XXXIX (May 1950), 254-256.

Results of a questionnaire mailed to 250 teacher training institutions—182 replies.

____________. "Improving Methods of Teaching Speech." XXXVII (Mar. 1948), 133-138.

The essay looks to the necessity of training English teachers to teach speech. The teaching of speech is professional obligation, and a few approaches to the problems involved are suggested.

____________. "Oral Emphasis in the English Class." XXXVI (Sept. 1947), 348-352.

A discussion of oral work in English classes on secondary level. A list of specific activities is included.

Schachter, Norman. "Baby Blunders." XLI (June 1952), 320. (RT)

Class made lists of errors in speech made by students and teachers; took more interest in correct speech and in vocabulary especially synonyms and antonyms.

Wolf, Elsa. "A Rumor at Work." XXXV (Sept. 1946), 401-402. (RT)

Results of retelling of story to students unfamiliar with its class reading.

## Spelling — 262

Broehl, Frances. "Spelling in Senior High Schools." XXXVII (Apr. 1948), 200-202. (RT)

Seventeen specific suggestions are listed, with emphasis upon spelling consciousness and the power to attack new words rather than upon learning lists of words.

Brown, Corinne B. "Teaching Spelling with a Tachistoscope." XL (Feb. 1951), 104-105. (RT)

Gives full credit to the tachistoscope for the improved spelling of thirty-three seventh graders.

Bush, Jarvis E. "Motivation for Learning to Spell." XLIII (Jan. 1954), 34-35. (RT)

Concrete approach: use of letters from prominent businessmen and professional leaders stating why correct spelling is demanded by them to promote schoolwide spelling contests.

Conklin, William. "Kickoff in the Classroom." XL (Nov. 1951), 519-521.

To teach spelling by the method recommended in this article, teacher must know something about football.

Finch, Hardy R. "Ideas on Teaching Spelling." XLI (June 1952), 298-302.

Summarizes the views of ten experts and appeals to every teacher to use every possible device to overcome student spelling weaknesses.

____________. "Some Spelling Problems and Procedures." XLII (Apr. 1953), 190-192.

Examines post-high school problems confronting poor spellers and suggests a number of corrective methods and procedures.

____________. "Use Newspapers and Magazines to Teach Punctuation and Spelling." XXXVIII (Jan. 1949), 44. (RT)

Brief description of author's method of teaching mechanics.

Furness, Edna L., and Boyd, Gertrude A. "231 Real Spelling Demons for High School Students." XLVII (May 1958), 267-270.

Lists "crucial core" words compiled from earlier lists as the worst "spelling demons" today.

Geyer, Ellen M. "How Many Spelling Demons Are There?" XXXIII (Oct. 1944), 433-436.

A review of several pieces of research in spelling with suggestions for a total school attack on spelling problems.

Heuer, Helen. "Assembly? An Answer." XXXV (Dec. 1946), 559-560. (RT)

Successful grade school experience with a "spelling-bee assembly."

Johnson, Falk S. "New Rules for *IE-EI* Spelling." XLIX (May 1960), 347. (ST)

Rules "believed to give the most accurate picture of *ie-ei* spelling so far achieved."

Lonsberry, George L. "A G.I. Spelling Test." XXXIV (Apr. 1945), 216-217. (RT)

Short article on an experiment in G.I. spelling.

McKowen, Clark. "Proofreading for Spelling Errors." LII (Oct. 1963), 530. (ST)

A device whereby the burden of proofreading for spelling errors is placed on the students themselves.

Mallis, Jackie. "Who Needs It?" L (Dec. 1961), 624-626. (ST)

Look at modern research to see what is recommended in teaching spelling. Offers specific techniques used in remedial classes. Suggests SRA Spelling Laboratory can replace remedial instruction.

Nolde, Ellenjarden. "Classroom Spelling: Experimental Notes." XXXVIII (May 1949), 279-281.

Suggestions for teaching students to spell the "demons."

Ogden, Herbert V. "Spelling Makes Friends." XLI (Nov. 1952), 468-473.

Suggestions and procedures for "a way which keeps one eye on public relations and the other on the balanced needs of students."

Parkinson, Ethel M. "Another ASP—Misspelling." XXXIII (Apr. 1944), 190-195.

Some specific suggestions for teaching spelling.

Pavliny, Bessie A. "One Practical Solution to the High School Spelling Problem." XLII (Mar. 1953), 157-158. (RT)

Sophomores divided into "A" and "B" groups to work for a portion of each day on two different lists of spelling words.

Peavey, Mary, and Stillwagon, Nell. "Don't Say Unkle." XXXVIII (Mar. 1949), 150-152.

A method for teaching difficult spellings.

Poley, Irvin C. "Some Convictions about Spelling and Grammar." XXXV (Jan. 1946), 9-14.

Suggestions for teaching spelling and grammar in the composition course. List of spelling rules.

Robson, Mary S. "A Plan for Remedial Spelling." XXXVII (Jan. 1948), 35-38.

Individual spelling lists kept by students and each drills on own list. Students also use the words in sentences.

Thurston, Marjorie H. "The Long and the Short of It." XXXIX (Nov. 1950), 522-524. (RT)

Describes dictation test—with tabulated results—to identify "lack of acquaintance with the long and short sounds of letters" and indicates method of teaching students to relate sounds to letters.

Walker, Helen McHardy. "He Can Learn to Spell." XLII (Dec. 1953), 512-513. (RT)

Convinced that poor spelling is often the result of one bad habit, "lack of observation," the author relates one successful method she used to counteract this defect.

## Spillane, Mickey — 263

Bens, John H. "Teaching Literature in the World of Mickey Spillane." XLV (Feb. 1956), 79-81.

"We live in the world of Mickey Spillane, and high school is perhaps the last place where that world can be combatted."

## Steinbeck, John — 264

Grommon, Alfred H. "Who *Is* 'The Leader of the People'?: Helping Students Examine Fiction." XLVIII (Nov. 1959), 449-456, 461, 476.

Analysis of Steinbeck's short story (title in quotes) to define methods of exploring fiction. Concludes that relevant material outside a literary piece is important, narrative's point of view is essential and kind of people concerned must be ascertained.

Litsey, David M. "Comparative Study of Novels." XLVIII (Mar. 1959), 149-151.

*The Pearl* of Steinbeck studied as example of "superior work."

Morris, Harry. "*The Pearl,* Realism and Allegory." LII (Oct. 1963), 487-495, 505.

Shows how Steinbeck subtly entwines allegory and realism to develop the story and to identify the characters with their environment.

Steinbeck, John. "My Short Novels." XLIII (Mar. 1954), 147.

A glance into the mind of a contemporary writer who observes that "what happens to a book is very like what happens to a man."

## Stevens, Wallace — 265

Doggett, Frank. "Wallace Stevens and the World We Know." XLVIII (Oct. 1959), 365-373.

The meaning of some of Stevens' poetry is interpreted in the light of the poet's fundamental idea of the duality of mind and world.

Olson, Elder. "Poetry of Wallace Stevens." XLIV (Apr. 1955), 191-198.

Stevens' power to create images that are emotionally potent and that lead to insight.

Petitt, Dorothy. "'Domination of Black': A Study in Involvement." LI (May 1962), 347-348. (MPC)

An examination of meaning and relationship in the Wallace Stevens poem.

## Student-Centered Teaching — General — 266

Brown, Marice C. "A Reexamination of the Middle Ground." L (Mar. 1961), 188-192.

Submits eight assumptions as proof that the middle ground offers the solid body of knowledge which the individual needs and which is commensurate with his abilities.

Burton, Dwight L. "Trailing Clouds of Boredom Do They Come." LI (Apr. 1962), 259-265.

Significance of the role of the English teacher in motivating today's adolescents.

Carman, H. J. "Training in English and the World of Tomorrow." XXXIV (Oct. 1945), 417-422.

Lists nine characteristics of tomorrow's world and lists six obligations of teachers to fit students for life in an "age of social man."

DeBoer, John J. "Literature and Human Behavior." XXXIX (Feb. 1950), 76-82.

Through the study of relevant literary works, the teacher creates the "insights, attitudes, and predispositions necessary for mental health and a civilized society."

Farmer, Paul. "Our Greatest Asset." XL (Feb. 1951), 102.

Implications of the Midcentury White House Conference.

Guild, Florence. "Maintaining a Creative Atmosphere." XXXIX (Mar. 1950), 154-158.

Pupil confidence, the "comment of praise," explanatory personal notes, discriminatingly written experiences and reflections in a "weekly journal" and similar devices further individual and "creative" growth to maturity.

Henry, George H. "Only Spirit Can Measure Spirit." XLIII (Apr. 1954), 177-182.

A plea to rid the English program of formalism and to substitute humanistic teaching by devising situations which create sensitivity to think straight and to communicate clearly.

Lupin, Pearl S. "Laying the Groundwork for Group Work." XL (Nov. 1951), 523-525. **(RT)**

Cites classroom performances in the interpretation and appreciation of Shakespeare made possible by "groundwork laid in group work."

McKean, Robert C. "Let's Sell English." XLIII (Feb. 1954), 89-90. (RT)

Definition of the place of English in students' lives helps to form realistic purpose for study of English and significantly helps in attitude and motivation.

Russell, Edna F. "Atomic English." XXXVI (Apr. 1947), 201-202. (RT)

Student concern with personal Hall of Fame selections leads to a formula for dynamic living.

Sonke, Dorothy E. "English Workshop." XLIII (Oct. 1954), 363-366.

Describes an experiment, now an established practice, which provides for individual differences and offers opportunities for developing leadership ability among superior students.

## Student-Centered Teaching — Getting to Know Them — 267

Andrews, Joe W.; Boutelle, Margaret W.; Gulick, James; Horst, J. M.; Roody, Sarah I.; Teuscher, Ruth H.; and Yetman, Duncan C. "Meeting a New Class: A Seven Teacher Symposium." XL (Sept. 1953), 316-320.

As title suggests, each author outlines method used in becoming acquainted with new classes, ascertaining the needs of individual students, and agreeing upon objectives they hoped to achieve.

Buehler, Grace Stone. "The Students Speak." XXXVII (Nov. 1948), 471-475.

Survey revealing that many of the better students disliked English primarily because of the way it was taught.

Carruthers, Robert. "What Are Those Classes Really Like?" LI (Sept. 1962), 412-417.

Student needs and interests determined by such "get-acquainted" devices as Student Inventory (4 numbered samples) autobiographical writing and objective record files.

Clark, Helen McDonald. "Teacher, Meet Your Pupils." XL (Feb. 1951), 103-104. (RT)

Teacher learns a great deal about students from "letters of introduction" they write at the beginning of the term.

Eaton, Harold T. "Getting Acquainted Quickly." XXXV (Oct. 1946), 457. (RT)

Sample questionnaire for getting to know students.

Greenberg, Lillie H. "The Humanities and the English Teacher." XXXVIII (May 1949), 282-283. (RT)

Urges teachers to keep student interests (not his own) in the center of class discussions and classroom goals.

Henry, George H. "Youth and I: One World." XXXVI (Mar. 1947), 149-150. (RT)
Suggestions are made to teachers on how to make friends with students and how to know them better.

____________. "My 'Best' English Pupil." XXXVII (Apr. 1948), 197-198. (RT)
A teacher tells a heart-warming story of his suggestions to a student who was seeking self-confidence in discussing books with her friends during the summer.

Mallery, David. "Introductory Statement to an Eleventh Grade." XLIII (Jan. 1954), 31-33.
An appeal to students to approach English as the study of "man in the world," and to realize that their thoughts and writing, as well as those of outstanding authors, will provide the basic materials for study.

Rounds, Robert W. "Respect for Personality." XXXVI (Mar. 1947), 126-129. (ST)
Respect is achieved by knowing and understanding the pupil, respecting the pupil's individuality, and aiding students to achieve that same respect.

See also Autobiography.

## Student-Centered Teaching — Methods and Procedures — 268

Babcock, Vera M. "Individualizing English Instruction." XL (Nov. 1951), 526-527. (RT)
Describes lessons based on file of cards of individual errors in ninth grade classes.

Brown, Don; Corbin, Richard; Dilley, Lois; Harris, Hortense L.; Shapiro, Alan; Thornton, Helen; and Willard, C. B. "The First Assignment: A Symposium." XLIII (Sept. 1954), 287-296.
Careful planning of the first assignment sets the tone for the entire semester. Members of the symposium offer individual techniques for a good beginning.

Carlsen, G. Robert. "Conflicting Assumptions in the Teaching of English." XLIX (Sept. 1960), 377-386, 424.
Identifies and discusses 17 basic assumptions underlying "traditional" and "modern" teaching of English.

Coakley, Letha. "Not English but American." XLI (Jan. 1952), 40-41 (RT)
Satisfactory results in traditional English work attained by studying "American" instead of "English."

Cook, Luella B. "Writing in Terms of the Individual." XXXIV (Apr. 1945), 195-199.
Consideration on increasing the student's conscious control over his mind so that his writing, based on cultivated reflection, results in communication and personal development.

Farmer, Paul. "A Time for Fundamentals, an Editorial." XL (Sept. 1951), 373.
NCTE president appeals to teachers of English to use the power of language to quicken "the beauty and mystery of making ideas and ideals immortal."

Glicksberg, Charles I. "Practical Logic in the Classroom." XXXV (Jan. 1946), 14-21.
Gives evidence of uncritical mental working in high school students and suggests topics and exercises to stimulate critical activities.

Gordon, Elizabeth; Greene, Jay E.; Leonhard, Emma Mae; Miller, Helen Rand; and Oliver, Eugene. "Efficient Classroom Democracy." XLI (Feb. 1952), 86-90.
Editorial request to five classroom teachers to make specific suggestions to achieve "efficient classroom democracy."

Greene, Jay E. "Efficient Classroom Democracy II." XLI (Feb. 1952), 87-88.
One of a series of five papers by classroom teachers who approach the ideal of the title.

Hussey, Edith L. "Eighth Grade Teaching Devices." XXXIX (May 1950), 267-270.
Devices to channel energy and need for recognition and praise into profitable classroom work.

____________. "Independence Day in English 10." XLIII (Nov. 1954), 442-444.
Describes plan which gives Friday to students for independent, self-motivated undertakings to bridge the gap between school and out-of-school life, to place responsibility squarely on students, and to

allow time for individual teacher-pupil conference.

____________. "We Plan Together." XL (Jan. 1951), 16-22.
Describes incorporating student suggestions in covering English I and II; plea for involving student planning and responsibility in the learning process.

Irwin, Merle Emorette. "Field Work for English." XXXVIII (June 1949), 350-352.
Plea for broadening experiences to produce happy and well-adjusted students.

Lawler, Marcella R. "Developing Personality through Communication." XXXVI (Feb. 1947), 82-87.
Helpful suggestions for meeting personality needs of pupils through classroom activities.

Lazarus, Arnold Leslie. "And Make Good Cheer." XLI (Oct. 1952), 424-427.
Some hints and titles to relieve tensions and create good atmosphere.

Morland, Anita Borum. "Building Character in Junior High School." XXXVIII (Nov. 1949), 521-522. (RT)
Describes the assigning and keeping of note books to teach the values of neatness and order.

Newland, Fay H. "English Laboratory." XXXIV (Sept. 1945), 379-383.
The classroom is the laboratory, and the activities, discussions, and weekly theme are the experiments.

Tovatt, Anthony L., and Jewett, Arno. "This World of English." XLIX (Nov. 1960), 580-584.
Reviews fifty years of pronouncements on English in major educational journals and significant articles from the *English Journal*'s first dozen years.

Tressler, J. C. "The Why and How of Practice." XXXIV (May 1945), 247-252.
Ways for motivating drill and practice—important aspects of learning; suggests projects, "games," and tests.

Viedemanis, Gladys. "A Curriculum View of Classroom Discussion." LI (Jan. 1962), 21-25.
Suggestions for making better use of discussion in the classroom.

Walsh, Irene R. " 'Tis Better to Be Safe." XXXIV (Oct. 1945), 453-454. (RT)
Responsibility of English teachers to instruct students in safety—with example of method.

See also Composition, Punctuation, Reading, and Spelling.

## Student-Centered Teaching — (Retarded/Slow, Talented/Honors, Vocational) — 269

See Individual Differences.

## Styron, William — 270

Friedman, Melvin J. "William Styron: An Interim Appraisal." L (Mar. 1961), 149-158, 192.
Analyzes major literary contribution of an important American novelist who offers "new hope for the novel form."

## Summer Conferences — 271

Hanford, Ellen. "Authors First-Hand." XLV (May 1956), 265-268.
Argument for spending the summer vacation in stimulating company as at the Bread Loaf Writers' Conference.

## Swift, Jonathan — 272

Preu, James A. "The Case of the Mysterious Manuscript." LII (Nov. 1963), 579-586.
Presents a fresh approach in unraveling the "mystery" of *Gulliver's Travels*, "the meaning and significance of which continue to provoke scholarly controversy."

## Teacher — Beginning — 273

Christopher, Georgia. "Literature and the Beginning Teacher." XLVIII (Sept. 1959), 321-325.
How the experiences and tastes of her adolescents molded a new teacher's concept of her role in the classroom.

Greene, Jay E. "Preparation of English Teachers." XLV (Mar. 1956), 145-147. (ST)

Strengths and weaknesses in the preparation of applicants for license to teach English in New York City.

Iverson, W. F. "Using Current Materials." XL (Mar. 1951), 166-168. (RT)
Some "first directions" for student teacher use of current materials in the four areas of language arts.

McAdow, Beryl. "Nourishment of Our Youth." XXXIV (Nov. 1945), 472-476.
Points out weaknesses of beginning teachers and what is needed to make them good English teachers: love of the intellectual world presented in books and a real interest in the young.

McKinney, Brian C. "What Went Wrong?" L (Oct. 1961), 472-474.
Enumerates errors of a first-year teacher "in the hope that other beginners might profit from . . . mistakes."

Macauley, Ines. "A Substitute Views the High School." XXXV (Jan. 1946), 45-46. (RT)
Some random observations about contemporary high school students.

Maertins, Grace Daly. "Organizing the Class to Care for Individual Needs." XLVII (Oct. 1958), 414-421.
Detailed organization plan for beginning English teacher; concerned with student participation, student-teacher conferences, individual folders, grouping, and student needs and growth.

Royster, Salibelle. "Student Teachers in the English Classroom." XLII (Dec. 1953), 507-509.
Relates experiences with and impression of student teachers. Recounts instances of actual procedure used by these future teachers.

Schreurs, Esther J. "Senior English Cook Book." XLV (Jan. 1956), 13-17.
A book of "educational recipes" for the beginning teacher; deals with unit, mechanics, and evaluation.

White, Elizabeth S. "Tips for the Beginning English Teacher." XLVII (Sept. 1958), 349-353.
Practical suggestions on organization, awareness and avoidance of pitfalls, and self-evaluation.

Willard, Charles. "The Wheel That Squeaks." XLIV (Feb. 1955), 100. (ST)
Teaching aids are sometimes missing because not asked for.

## Teacher — Inservice — 274

Gustafson, Myrtle. "Traveling Salesmen of English: How the Project Began." XLVI (Feb. 1957), 79-80.
Oakland, California, teachers with specialties of drama, group work, usage drills, and creative writing released for inservice demonstration in junior and senior high schools. Cooperating teacher reports indexed by subject as pertinent.

Maertins, Grace Daly. "Traveling Salesmen of English: Grouping and Multiple Materials." XLVI (Feb. 1957), 83-85.
Rewarding experiences by teacher released for inservice training in Oakland high schools.

## Teacher — Profession — 275

Burton, Dwight L. "Riposte." XLIX (Oct. 1960), 502.
Complains that both programs in English and Education leading to a master's degree are inadequate preparation for classroom teachers of English.

Davidson, Levette J. "Teachers of English —Postwar Models." XXXIV (Apr. 1945), 199-204.
On current and anticipated needs, and some suggestions to meet the challenges via newer approaches in technique and humanistic values.

Farmer, Paul. "Making Physical Conditions Right for Teaching." XXXIV (Mar. 1945), 148-152.
Along with the qualifications of the person and the processes of teaching, considers salary, federal aid, and responsibility of principals.

Foff, Arthur. "Scholars and Scapegoats." XLVII (Mar. 1958), 118-126.
An analysis of sixty-two novels in which teachers appear, with the dim conclusion that as "citizen or as an individual aside from school, the teacher enjoys little esteem." The article is concerned also with shattering the stereotype.

Gregor, Arthur Stephen. "Recollections of a Great Teacher." XXXIII (Apr. 1944), 208-209. (RT)

A warm tribute to a Harvard professor.

Grey, Lennox. "Preparing for Our Jobs." XLI (Feb. 1952), 70-78.

To prepare for ever increasing range of duty, teachers need "perspective, polity, practice" and several dimensional mapping to achieve a defined and less isolated profession.

Henry, George H. "English, the Life of English, and Life." LII (Feb. 1963), 81-85.

The preparation of high school English teachers should include sociology of English. English departments' participation in teacher training has been unrealistic and inadequate.

Hoth, William E. "Moon Men, Metropolises, and Professional Selection of Tomorrow's Teacher." LI (Apr. 1962), 265-267.

Suggests principles for selecting English teachers to meet contemporary needs.

McArthur, Anna P. "Buy Hyacinths." XXXIII (June 1944), 318-322.

A lively description of a Denver teacher's sabbatical in New York City.

Maul, Ray C. "Are English Teachers in Short Supply?" XLIII (Feb. 1954), 75-77, 80.

Figures on student population increase, statistical tabulation of graduates preparing to teach, and the importance of education to national welfare involved in the current high school teacher supply-demand situation.

Neville, Mark. "Let Us Be Sensible." XLI (Mar. 1952), 137-141.

Teacher preparation for the gigantic task of adequate instruction in English—with reference to *Education for All American Youth.*

Perrin, Porter G. "A Realistic Philosophy for Teachers of English." XXXVII (Feb. 1948), 64-72.

English teachers should embrace a more naturalistic philosophy. They should avoid extremes, but be more liberal than they seem to be.

Pooley, Robert C. "Contributions of Research to the Teaching of English." XXXVII (Apr. 1948), 170-175.

Essay survey of research toward "qualitative measure of composition ability," toward "quantitative and qualitative standards in English usage," and toward determining "current status in English instruction."

____________. "The Professional Status of the Teacher of English." XLVIII (Sept. 1959), 309-314.

Contends that the teacher of English is often a hired hand to the administration, a respected colleague to his faculty, and an unheeded milksop to the public. Describes an ideal status for him.

Ross, Frank. "Message for a Missile Age." LI (Feb. 1962), 119-120. (ST)

A call for teachers to adopt new teaching techniques and devices: team teaching, television, etc.

Spectorsky, A. C. "The Future for Books in America." XXXIV (Mar. 1945), 115-122.

Duty of teachers to know the practical world of books and the directions in which publishers are headed, to read and to encourage their students to read widely and intelligently.

Squire, James R. "English at the Crossroads: The *National Interest* Report Plus Eighteen." LI (Sept. 1962), 381-392.

Survey and appraisal of needs and conditions of the English teaching profession; with subheadings: Redefining the Content, Improving the Preparation of Teachers, Achieving Better and More Basic Research, Efforts to Improve Teaching Conditions, Efforts to Strengthen Professional Association.

Stocking, Fred H. "The Two Jobs of English Teachers." L (Mar. 1961), 159-167, 178.

The teaching of writing as utilitarian and the job of all subject teachers; the teaching of literature as nonutilitarian but more important because it introduces an intelligent understanding and enjoyment of an art.

Wilt, May G. "An Appreciation: Democracy in Action." XL (Sept. 1951), 394-395. (RT)

Tribute by student teachers to a sincere and considerate teacher for demonstrations of help to handicapped and of classroom effectiveness through pupil leadership.

See also Professional Reading.

## Teacher — Techniques — 276

Berger, Max. "A Check List for Self-Evaluation of Certain Techniques in Teaching English." XLII (Apr. 1953), 207-209.
A series of questions listed under general headings of Literary Appreciation, Spelling, Reading, Written Expression, and Oral Expression.

Bishop, Merrill. "Consideration." XLII (Oct. 1953), 396. (RT)
In his "farewell message," Mr. Bishop stressed the quality of consideration to enrich a curriculum, the contents of a book, daily language, and in the larger sense world peace.

Brink, Lauren L. "Training in Speech for English Teachers." XL (Mar. 1951), 168-169. (RT)
Survey shows increasing awareness of need of training in speech for English teachers.

Fatout, Paul. "Sit Down and Write." XXXVII (Dec. 1948), 536-539.
A teacher of writing should be given time to teach writing and grade the papers thoroughly.

Kwit, Audrey B. "English Teachers Can Write, Too." XLIV (Oct. 1955), 401-403.
The answer to why, how, and what the English teacher should write as he considers preparing articles for publication.

Lane, Mary. "Dear Bill . . ." XXXIX (Jan. 1950), 30-32. (RT)
Recommends capitalizing on the receptivity of students to personal "notes"—for discipline, for items from posture to English forms and usage, and even for teacher-evaluation.

Makey, Herman O. "Unjustifiable Assumptions." XXXVIII (June 1949), 313-318.
Widely held assumptions exposed to doubt: that "all recognition of grammatical relations is conscious," that "pupils instinctively know how to compose," that "pupils know how to read," and that "answers to questions are important."

Miller, Helen Rand. "The World in the Schoolroom." XXXV (Dec. 1946), 540-544.
Summary of teacher and pupil accomplishment during the year—as narrated by the teacher.

Poley, Irvin C. "Teaching Obliquely and Testing Directly." XXXIV (Dec. 1945), 540-545.
Cites areas and use of illustrative materials whereby direct teaching is helped by the oblique. Sample test.

Royster, Salibelle. "Making Faculties English-Conscious." XXXIV (Dec. 1945), 563. (RT)
Method and response in the Evansville Committee project to improve English instruction.

Sauer, Edwin H. "Ways and Means and Substance: The Whole Teacher." LI (Apr. 1962), 267-272.
Discusses relationship of "knowing the subject" and "knowing how to teach it."

Whitted, Dorothy. "Double, Double, Less Toil and Trouble." XLVII (May 1958), 293-294, 315. (ST)
Concerns double-section, two-teacher plan of teaching high school English.

Witty, Paul A. "Teaching the Three R's in the Army." XXXIV (Mar. 1945), 132-136.
Discusses possible relations between classroom teaching and the Army method of training large numbers in brief time.

## Teacher — Miscellaneous Aspects — 277

Anderson, Lorena A., and Benson, Eunice P. "Organization of an English Department." XLVIII (Mar. 1959), 145-147. (ST)
Sketches an arrangement of teacher coordinators to assume responsibility for various tasks in an English department on the principle that "a good organization has a defined job for everyone."

Arnold, Felix. "Teacher's Teacher." XXXVIII (Apr. 1949), 228-229. (RT)
Relates experience in the literature class of an artful teacher.

Eareckson, Irma. "If the Shoe Fits." XXXIV (Nov. 1945), 503-504. (RT)

Tells how the author profited from overhearing a conversation between college boys about her shortcomings.

Hazard, Patrick D. "Behind the Tinsel Curtain." XLV (Mar. 1956), 134-137, 144.

The teacher "must personally inhabit the world of elite values and great books," but in an era of mass media he "must learn to translate these into the language of popular culture."

Kallen, Horace M. "Of the American Spirit." XXXV (June 1946), 289-294.

Defines the "democratic" spirit and calls on English teachers to be true to it.

LaBrant, Lou. "The Rights and Responsibilities of the Teacher of English." L (Sept. 1961), 379-383, 391.

Emphasizes that freedom of choice rather than following set curricula makes for effective teachers and induces even weak ones to make decisions. Stresses preparation for exercising rights earned.

Pooley, Robert C. "Automatons or English Teachers?" L (Mar. 1961), 168-173, 209.

Offers a profound, if fanciful, warning in this look into the future which describes a completely automated school. Concludes with the idea that integration of machines with humanistic qualities of inspired teachers should be our goal.

Redford, Grant H. "Of Teachers, Students, and 'Creative Writing'." XLII (Dec. 1953), 490-496, 509.

Account of professor-teacher assignment in course entitled "Directing the Writing of Young People." Stresses respect for the "creative springs" in the student and for sharing experience through "valid attempt at communication." Includes samples of student papers discussed and evaluated.

Tuttle, Mabel A. "C. R. Rounds." XXXVII (Sept. 1948), 370. (RT)

Tribute in memory of a New Jersey English teacher.

Webb, Esther. "To Whom Tribute Is Due." XLII (Apr. 1953), 214. (RT)

Notes favorable comments made by students as a tribute to teachers who aroused the interest of students in the study of English.

## Teaching Film Custodians, Inc.—278

Hazard, Patrick D. "What Linguists Can Learn from the Movies." LII (Oct. 1963), 536-538. (PA)

Discussion of five half-hour films distributed by Teaching Film Custodians.

Smay, D. Paul. "Tailoring Films to English Needs." XXXIX (May 1950), 274-275. (RT)

Sequences of a Teaching Film Custodians movie shown to achieve specific teaching objectives.

Yetman, C. Duncan. "Motion Picture Appreciation and School Composition." XLI (Nov. 1952), 488-491.

Interest in composition generated through viewing productions of Teaching Film Custodians, Inc.

## Teaching Machines — 279

Hoth, William E. "From Skinner to Crowder to Chance: A Primer on Teaching Machines." L (Sept. 1961), 398-401.

Discusses pros and cons of teaching machines, urges teachers to play a professional part in the development of these devices so that good teachers can contribute "what is distinctly human."

Lumsden, Robert. "Dictation Machines as Teacher Aids." L (Nov. 1961), 555-556. (ST)

Account of experiment to determine if dictation machines could speed up the process of correcting and evaluating student papers.

## Team Teaching — 280

Conner, Berenice G. "Let Your Enthusiasm Show." L (Dec. 1961), 626-628. (ST)

Describes procedures, activities, and "finale," in team teaching experiment.

Fisher, Mildred Ogg. "Team Teaching in Houston." LI (Dec. 1962), 628-631.

Describes a successfully working plan for modified team teaching.

Ford, Paul M. "A Different Day for the English Teacher." L (May 1961), 334-337.

Describes school schedule organized entirely for team teaching. Exposes students weekly to large-group lectures, medium-group classes, and small-group classes. Includes sample teacher schedule.

Smith, Vernon H. "Team Teaching Has Advantages." XLIX (Apr. 1960), 242-249.
Account of a cooperative study of team teaching that was sponsored by Ford Foundation and the National Association of Secondary-School Principals. Advantages include: specialization, flexible grouping, fewer clerical duties.

## Television — 281

See Mass Media and Public Arts.

## Tennyson, Alfred Lord — 282

Ballard, Charles. "Simplifying the *Idylls.*" XXXIV (Dec. 1945), 562-563. (RT)
The simplification was achieved by "poorly executed diagram" and blackboard drawings–samples included.

Beck, Warren. "Clouds upon Camelot." XLV (Nov. 1956), 447-454, 503.
Reappraisal of the *Idylls* leads author to question whether they should remain a "curricularly canonized item"; recommends instead study of Tennyson's shorter poems.

Daunoy, Mary Estelle. "Tennyson's Teenage Idyll." XLII (Apr. 1953), 211-213.
Despite the decrease in popularity of Tennyson's works, advances reasons why the teaching of "Gareth and Lynette" from *Idylls of the King* can be challenging, rewarding, and timely.

Ryan, Calvin T. "Making *The Princess* Live." XXXV (Mar. 1946), 161-162.
Suggestions for gaining students' interest in what can be made an "interesting romantic adventure story."

## Term Paper — 283

See Research Paper.

## Testing — 284

Baker, William D. "Big Ten English Placement Procedures." XLIV (Sept. 1955), 351-352.
A survey of the types of tests administered; several conclusions.

Caffrey, John. "The Test: Object versus Subject." XXXIX (Feb. 1950), 99-100. (RT)
Suggests questions be kept objective to permit students to present reactions to literature truthfully, instead of guessing what responses teacher wanted.

Carruthers, Robert B. "The Unit Test: A Test for Teachers." XLVII (Sept. 1958), 339-343.
Concerned with the problem of constructing unit tests, making them valid, reliable, and easily administered. Samples.

Corbin, Richard. "Evaluating the Reading and Study of Poetry." XLVI (Mar. 1957), 154-157.
Testing of poetry study must be flexible and imaginative; final measure of perception is voluntary reading of unassigned poems.

Diederich, Paul B. "Making and Using Tests." XLIV (Mar. 1955), 135-140, 151.
Various comments on testing, with illustration of a reading exercise, a writing exercise, and an essay assignment based on a problem posed by two passages from Scripture.

French, John W. "What English Teachers Think of Essay Testing." XLVI (Apr. 1957), 196-201.
Tabulation of teacher response in public and private schools concerning college-bound and noncollege-bound pupils relative to senior high school writing and essay test measurement.

Gahagan, Frances Hale. "An English Class Plays 'Take It or Leave It'." XXXIV (Sept. 1945), 393-394. (RT)
Describes a game, "Take It or Leave It," used in an English class as a means of testing.

Geyer, Ellen M. "Measuring Achievement in Modern Education." XXXIV (June 1945), 337-340.
Uncertainty in the measurement of desired growth demands more testing and better information about available tests.

Gordon, Edward J. "Levels of Teaching and Testing." XLIV (Sept. 1955), 330-334, 342.
Cites as levels: the ability to remember a fact, to prove another's generalization, to

make one's own generalization, and to apply the book to life and to one's personal behavior. Illustrates with specific examples.

Henry, George H. "An Attempt to Measure Ideals." XXXV (Nov. 1946), 487-493.

Account of teacher's efforts to ascertain the "real" of the "pupil's total humanity" via a "measuring instrument" of twenty statements.

Litsey, David M. "Trends in College Placement Tests in Freshman English." XLV (May 1956), 250-256.

Data and their analysis again demonstrate that colleges are concerned, not with grammatical terminology and punctuation rules, but with proof that freshman entrants can actually use language to good effect.

Loban, Walter. "Evaluating Growth in the Study of Literature." XXXVII (June 1948), 277-283.

A detailed and objective method of estimating growth in and appreciation for literature.

McKey, Eleanor F. "Do Standardized Tests Do What They Claim to Do?" L (Dec. 1961), 607-611.

Discusses achievement tests in vocabulary, speed and level of reading comprehension, English usage, capitalization and punctuation, and linguistic aptitude tests with reference to what testmakers claim are the values. Suggests some cautions and principles in interpreting scores.

____________. "The Standardized Test–Are Improvements Needed?" XLIX (Jan. 1960), 35-37. (ST)

Discusses disputable items of colloquial English in *The Cooperative English Test*, Form OM; presents arguments for the elimination of such items.

Muri, John T. "A Different Examination." XXXIX (May 1950), 276. (RT)

Suggests measuring pupil appreciation of earlier American writers by assigning dialogues between pairs of writers, e.g., Hamilton and Jefferson talking about men and government.

Pilant, Elizabeth. "The Test Is Making Out the Questions." XXXIX (Jan. 1950), 39. (RT)

Stimulation and interest through student formulation of examination questions.

Poley, Irvin C. "Teaching Obliquely and Testing Directly." XXXIV (Dec. 1945), 540-545.

Spelling, punctuation, and vocabulary taught indirectly and casually and followed by "teacher-made test on miscellanies, many of which have come up incidentally."

Roody, Sarah I. "Plot-Completion Test." XXXIV (May 1945), 260-265.

Details and interpretation of answers to "Plot-Completion Test" with alternative endings. Nine examples.

Sterling, Edna L. "Evaluating Growth in Language." XXXVII (Apr. 1948), 240-244.

Examines the difficulties in measuring language growth. The essay does not find the answer, but it does ask questions which should be answered.

Steward, Joyce S. "New Dress for Tests." XLIV (Jan. 1955), 34-36.

Unusual "theme" ideas, such as a radio script, a newspaper, and a class meeting for twelfth grade semester examinations.

Trapnell, Edythe M. "Testing for Honeydew." LII (Oct. 1963), 528-529. (ST)

A report on the success of a test on Romantic Poetry.

Vordenberg, Wesley. "How Valid Are Objective English Tests?" XLI (Oct. 1952), 428-429. (RT)

Comparison of errors made by 200 freshmen at Indiana University in 600 themes with the errors these freshmen made on the Cooperative English Test, Form PM; suggests that local study of errors would improve validity.

White, Verna, and Enochs, J. B. "Testing the Reading and Interpretation of Literature." XXXIII (Apr. 1944), 171-177.

Concerns a test for the placement of members of the Armed Forces upon their return to educational institutions.

## Textbooks — 285

Cook, Luella B. "High School Textbooks and the Changing Curriculum: Introductory Remarks." XXXVIII (Apr. 1949), 204.

Assigns reasons for the discussion itself, and gives reasons against and for the use of the textbook.

**TEXTBOOKS — 285**

Deighton, Lee. "A Plea for Cooperative Effort in the Study in Language." XXXVIII (Apr. 1949), 218-225.

Poses some major questions concerning adoption and teaching of the "new grammar" in the schools. Selection of text is a primary concern with discussion.

Holman, Alfred P. "The Newspaper as Textbook." LI (Feb. 1962), 146-147. (PA)

On integrating newspapers into the freshman (college) program to encourage a close examination of accounts and opinions of world happenings when they occur.

Hoyt, Norris H. "Adapting Textbooks to Curriculum Changes." XXXVIII (Apr. 1949), 213-217.

Discusses textbook changes and the role of publishers in further progress.

Johnston, Harry. "The Function of Textbooks in Implementing the New Curriculum." XXXVIII (Apr. 1949), 205-213.

Discusses role of publishers in textbook production. Outlines hypothetical publication of a new textbook.

Malmstrom, Jean. "A Progress Report on a Textbook Analysis." LI (Jan. 1962), 39-43.

A method of evaluating a textbook in language and composition for high schools. Contains interesting and valuable norms to be used in making a textbook selection.

Shattuck, Marquis E., and Cauley, Thomas. "Using a Modern Textbook in Composition." XLIV (Apr. 1955), 215-217.

Illustrates use of language textbook as source for skills and information needed to communicate well.

## Thomas, Dylan — 286

Daiches, David. "The Poetry of Dylan Thomas." XLIII (Oct. 1954), 349-356.

Description and evaluation of a poet "for whom meaning was bound up in pattern and order" and who saw "life as a continuous process," but one who died at the height of his career of promise. Analyzes specific poems illustrating this poet's craftsmanship. Bibliography added by editor.

## Thoreau, Henry David — 287

Bressler, Leo A. "*Walden*, Neglected American Classic." LI (Jan. 1962), 14-20.

An argument for teaching *Walden* in high school. The difficulties of the piece are circumvented by showing how it is related to the interests of adolescents. Contains references for making a teaching plan.

## Twain, Mark — 288

See Clemens, Samuel Langhorne.

## Units — 289

Allison, Luther. "A Functional Unit on Occupations." XLVIII (Feb. 1959), 86-87. (ST)

Twenty language arts activities related to a unit on occupations effectively organized and successfully executed.

Alm, Richard S. "What Is a Good Unit in English?" XLIX (Sept. 1960), 395-399.

Identifies and discusses seven numbered criteria for evaluating teaching units in English.

Alwin, Virginia. "Developing a Unit." XLVIII (Sept. 1959), 315-320.

Specific steps in developing a unit on the topic, "Disaster." Numerous suggestions for reading, writing, and listening activities connected with each step of planning, introducing, guiding and evaluating the unit.

____________. "Planning a Year of Units." XLV (Sept. 1956), 334-340.

Traces the steps through which a beginning teacher went in planning a series of thematic units for tenth grade English: ideas, materials, organization, activities.

Anderson, Vivenne. "A Poet's Visit Shapes Curriculum." XXXIV (Dec. 1945), 549-552.

Unit dedicated to the study of visiting Langston Hughes, outstanding American Negro poet; included four short dramatizations, a mural, and poetry.

Anker, Lieber. "English V: Rocket to Critical Thinking." L (Jan. 1961), 34-38, 43.

Unusual elective units designed to develop discrimination in contemporary literature and the public arts.

____________. "Metuchen and the American Way." XLII (Nov. 1953), 457-458, 474.

Study guide (a portion of which is included in the article) used to teach the importance of Americanism while utilizing the mechanics of English.

Ball, Wanita. "Hands around the Globe." XLVIII (Apr. 1959), 210-211. (ST)

A unit on letter writing for information, started by seventh graders in junior high school, leads to research activities concerning the countries to which the letters had been sent.

Bender, Louis. "English Master Units–A Design for Small Schools." LII (Mar. 1963), 208-210. (ST)

Exposure of eighth grade students to teachers "uniquely qualified by a special talent, training, or interest," in a ten period per week program.

Bennett, Robert A. "Unit Ideas for the New School Year." XLIX (Sept. 1960), 400-408, 430.

Specifies by name and discusses units that have been taught successfully in a progressive series from grade seven to grade twelve.

Brumback, Doris A.; Spell, Dianne A.; and Taggart, Martha C. "A Unit on *Tom Sawyer*." LI (Jan. 1962), 51-52. (ST)

Combines careful reading of the text with outside reading of interest to the student–with some reference to audiovisual aids.

Burton, Dwight L. "Literature in the Topical Unit–Using It or Teaching It?" XLII (Dec. 1953), 497-500, 530.

Admits that the "topical unit opens fascinating possibilities for revitalized teaching of literature," but cautions that there is a need "to be wary of its pitfalls and to exploit its potentialities to the fullest." Suggestions are offered how certain books may be used in developing the topical unit.

Carlsen, G. Robert. "Understanding the American Heritage: A Classroom Experience." XXXVI (Mar. 1947), 116-120.

A course on American culture for eleventh graders organized jointly by the English teacher and the history teacher. Presents a condensed version of the teaching units for the course.

Carriar, Shirley M. "Christmas Story Project–A Junior High Unit." XLIV (Nov. 1955), 469-472.

Reading, writing, speaking, and listening combined in a unit of Christmas stories.

Cauley, Thomas. "Learning to Understand the 'Other Fellow' Better." XLIII (May 1954), 249-252.

Emphasis on vicarious experience as depicted in a number of specified stories as means of stimulating emotion and intellect.

Corbin, Richard. "'Teaching' the Bill of Rights." XLII (May 1953), 269-270. (RT)

High school unit on the Bill of Rights resulted in fulfilling a state regent's requirement, teaching a "lesson indirectly in elementary semantics," making the document more meaningful to pupils, and giving a "substantial boost" to the public relations program—with text of unit test.

Dowling, Kathleen B. "Science Visits an English Classroom." XLVIII (Mar. 1959), 147-149. (ST)

How a teacher encouraged her students to study scientific subjects in the English classroom.

Edwards, Anne. "Teenage Career Girls." XLII (Nov. 1953), 437-442.

Many phases of English work employed in class project to assist group of partially "underprivileged" girls in learning how to find employment after graduation. Teaching procedure is explained in detail, and a bibliography on career information is included.

Fidone, William G. "The Theme's the Thing." XLVIII (Dec. 1959), 518-523, 553.

Discusses twelve themes to help group supplementary reading units, among them: Man and Nature, The Jazz Age, and The Empire Builders. For each unit illustrative literary masterpieces are named.

Finder, Morris. "Units Aplenty." XLII (Sept. 1953), 324-329.

Presents a number of categories which might be adapted into units, a brief description of each, and a reference for additional information.

____________. "Using the Printed Version with Another." XLIII (Mar. 1954), 150-151.

Plan of a unit which uses a literary selection in print and a tape recording to provide comprehension.

Fletcher, Paul F. "A Unit on Gilbert and Sullivan." LI (Mar. 1962), 203-205.

Suggestions for unit on Gilbert and Sullivan to teach general communication skills.

Gemme, Frank. "A Civil War Unit." L (Sept. 1961), 415-416. (ST)

Unit appealing to high school juniors which gives an objective impression of several aspects of the Civil War. References to *John Brown's Body, Red Badge of Courage,* and *Incident at Harper's Ferry.*

Gillespie, Clare M., and Zlotnick, Harold A. "What Makes Me Tick? A Unit on Attitudes." XL (Sept. 1951), 374-378.

Teachers come to know the students, and students analyze themselves through beginning term autobiographies. Reworked and anonymous the material was used in terms of personality and attitudes desirable for industrial employment or college admission.

Greene, Jay E. "A 'Slow English Class' Investigates Community Living." XL (June 1951), 339-341.

Teaching unit to promote discussion of conditions similar to those in community; then after touring neighborhood, students were ready for letter writing project.

Hackl, Lloyd. "Honor and Fame: A Tenth Grade Unit." LII (Nov. 1963), 628-629. (ST)

Particular poems studied which permitted students to realize the various connotations of "honor" and "fame." To evaluate the impact of this unit, a "culminating paper" was submitted by students. Article includes a detailed "Unit Requirements."

Heuer, Helen. "A Book's a Book—So What?" XXXVI (Oct. 1947), 398-401.

Helpful suggestions for a unit on books for junior high students: printing, bindings, alphabets, illustrations.

Hillocks, George, Jr. "A Unit on Satire for Junior High School." L (May 1961), 338-340. (ST)

Proposes that gifted students should be given special work—material which departs from the ordinary, which challenges in quality rather than quantity. Analyzes a unit on satire giving student reactions to prove value of such an approach.

Jewett, Arno. "Creative Activities for Observing the Lincoln Sesquicentennial." XLVIII (Jan. 1959), 26-30.

Lists 35 practical projects to develop appreciation for Lincoln, ranging from a contest of book displays about the Emancipator to a sociodrama expanding Abe's reverence for books.

Johnson, Eric W. "Teaching Poetry to an Unpoetical Age—A Junior High School Unit." L (Nov. 1961), 546-550, 554.

Imaginative unit designed to interest pupils and to enable them to find joy in poetry both in reading and in original expression.

Johnson, William H. "Literature Units in the Chicago Curriculum." XXXIII (June 1944), 288-293.

A detailed presentation of a revised course of study, delineating purposes, methods, and activities.

Karwand, Elwood C. "Teaching Literature of the Orient." XLIX (Apr. 1960), 261-264. (ST)

Problems in preparing a comprehensive unit on Oriental literature: obtaining of materials for reading and films for viewing.

Kegler, Stanley B., and Simmons, John S. "Images of the Hero—Two Teaching Units." XLIX (Sept. 1960), 409-417.

Detailed explanation with related units: a junior high school topic is "What Is a Hero?" and for seniors "The Literary Hero." Includes a list of biographies.

Klemans, Patricia, and Beidler, Elizabeth. "A Question of Values: A Unit in Written Composition." LI (Sept. 1962), 421-423.

Specific unit in composition that intrigued students and brought satisfying results.

Leps, Fannie B. "Our American Heritage: A Reading-Centered Language Arts Unit." XLIII (Apr. 1954), 187-190, 192.

A project in which a real love of reading developed when elementary students were shown what reading would do for them in classroom and leisure hours. Includes "free-reading" list.

McKean, Robert C. "Students Like Thematic Units." XLV (Feb. 1956), 82-83.

The appeal for student and teacher of the idea-centered unit.

Mallis, Jackie. "Changing the Friday Blues." XLVI (Apr. 1957), 214-216. (ST)

Accomplished by creative writing, speech exercises, or "free" reading in six-week units according to individual preference.

Marie, Sister Anna, P.B.V.M. "John Gutenberg and the Bible: A Sophomore English Project." XLII (Sept. 1953), 333-334. (RT)

Describes an interesting topical unit in which students wrote pageant based on life of Gutenberg and the printing of his first book. Unit permitted students "to improve in oral and written English, to develop initiative, and to judge and appraise others' work."

Mauk, M. Grant. "I'm Worried about Me." XLII (Oct. 1953), 393-395. (RT)

After a period of trial-and-error methods of teaching literature, author chose a method referred to as "Human Relations, "evolved primarily to make literature fulfill the expressed need of students—to make "a lot of friends."

Mosing, Malcolm. "Appreciation through Units." XLIV (Feb. 1955), 80-86.

Units on drama and motion pictures as a means for extending interest, broadening knowledge, and deepening experience.

Ojala, William T. "Thematic Categories as an Approach to Sequence." LII (Mar. 1963), 178-185.

Sequence in secondary school English projected via "a thematic categories curriculum featuring thematic units based on literature"—with illustration, grades seven through twelve.

O'Neal, Robert. "Organizing a Unit on the Picaresque Hero." LII (Sept. 1963), 451-452. (ST)

Unit began with a modern example of the picaresque, "*What Makes Sammy Run,*" and proceeds from there to the more classical examples of the picaresque.

Partridge, Ruth. "Students Discover Universal Themes in Poetry." XXXVI (Apr. 1947), 199-200. (RT)

Students search for themes common to American, and Russian, French, German, Chinese and Japanese poetry.

Petitt, Dorothy. "Peoples of the Modern World: A Unit in Literature." XXXVII (Oct. 1948), 404-408.

Discusses a teaching procedure employing the literature of a modern nation as introduction to unit in world literature.

Raymond, John C., and Frazier, Alexander. "Reading Pictures: Report of a Unit." XXXVII (Oct. 1948), 394-399.

Student group study of pictures to demonstrate that pictures as a language have much to say to reviewers. Bibliography.

Rider, Virginia. "Modern Drama Educates for Tolerance." XXXVI (Jan. 1947), 16-22.

Unit built on reading and discussion of plays that depict class discrimination and economic inequalities.

Schmidt, Mildred. "An Appreciation of Patterns of Living." XXXVI (May 1947), 235-243.

A unit in English paralleling the topic in history classes "America's Role in the World Today." Helpful teaching suggestions are provided.

Senyard, Marie C. "Teenagers Make the News." XLIII (Feb. 1954), 88-89. (RT)

Natural indignation caused by a newspaper item about teenagers provided the subject for a unit which resulted in research and writing in journalistic style, and "publication" of *The Teen-Age News.*

Slominsky, David Tuviah. "America, America, God Shed His Grace . . ." XXXVI (Oct. 1947), 419-423.

A unit on democracy which included the integration of history with English. Helpful bibliographical references to materials.

Smiley, Jerome. "Children's Interests and a Free Reading Program." XLI (Nov. 1952), 479-484.

Multiple evidences that an individual reading program for each student is the logical way to reading interest.

Sparer, Joyce L. "Problems of Youth: A Many-Sided Unit." XLII (Mar. 1953), 147-149.

Outlines an experiment in cooperative teacher-student planning based upon needs and interests of student.

Steele, Edith L. "Charting Our Course." XXXVIII (Apr. 1949), 184-189.

Outline of "American Culture" course into four units. Includes suggested readings and projects springing therefrom.

Strain, Jane. "A Senior Study." XLII (Sept. 1953), 331-333. (RT)

Class unit on the Bill of Rights—with guest history teacher and pertinent classroom assignments.

*UNITS — 289*

Straub, Elizabeth. "An Approach to Autobiographies." XXXVIII (Dec. 1949), 559-563.

Practical suggestions for a unit in ninth grade student autobiographies.

Thaler, Wilma F. "The Land of the Free." XXXIII (Sept. 1944), 365-371.

Detailed description of unit which combines the sociological and literary approaches and seeks to help students to enjoy and understand American literature which reflects life in environments different from their own. Bibliography.

Walton, Elizabeth Cheatham. "Americans All." XXXVI (Nov. 1947), 490-492. (RT)

A unit containing helpful teaching suggestions on different races and nationalities learning to live together peacefully.

Willard, Charles B. "Our American Folk Tradition: A Unit in American Literature." XLII (Feb. 1953), 84-88.

Unit in American literature planned around the folk heroes of regional America. A detailed account of the activities and evaluation of the unit is given.

Zollinger, Marian. "Five Units and How They Grew." XXXIX (Oct. 1950), 423-429.

Suggests ways in which units of study developed around a central theme can make all phases of language arts study more meaningful.

See also Composition (Procedure, Method), Literature (Teaching of), and Poetry (Teaching of).

## Usage — 290

See Current English, English Language (Usage), and Grammar.

## Veterans — 291

See English and World War II.

## Visual Aids — 292

See Audiovisual.

## Vocabulary — 293

Allen, Andrew E. "An Individual Vocabulary Building Device." LI (Mar. 1962), 205-207. (ST)

Teacher gives four point program in vocabulary development.

Baxter, Frederic B. "Vocabulary Development through the Reading of the Daily Newspaper." XL (Dec. 1951), 570-571. (RT)

Use of comics, news stories, columns, and a trip to newspaper plant are features of this unit.

Beckoff, Samuel. "A Word to the Wise: Vocabulary Units in the Unorthodox Manner." XXXIII (Jan. 1944), 23-29.

A presentation of four vocabulary units used successfully in a vocational high school: What's in a Name?; Global Words; Pidgin in the Class, Alas! and One Word Led to Another.

Beggs, Berenice B. "Speak the Word Trippingly." XL (Jan. 1951), 39-40. (RT)

Experiment to improve vocabulary of sophomores by use of pictures.

Deighton, Lee C. "Developing Vocabulary: Another Look at the Problem." XLIX (Feb. 1960), 82-88.

The importance of developing in students interest in words for their own intrinsic value. Teachers must nurture this interest continually and provide the opportunities for study in depth.

Frizzell, Isabel R. "Historical Approach to Word Study." LII (Dec. 1963), 697-699. (ST)

Through a study of the history of the language, an eighth grade reading class became motivated to increase their vocabulary and to compile their own word list.

Garrett, Mary Posey. "An Adventure with Words." XLII (Sept. 1953), 308-310.

Lists ten principles to guide the teacher in a vocabulary unit. The actual procedure followed is then discussed: administering standardized vocabulary test at beginning and close of the work, searching for new words by students from various sources, showing students how English words were formed from Latin.

Greene, Jay E. "Modernizing the Teaching of Vocabulary." XXXIV (June 1945), 343-344. (RT)

Method of how to teach vocabulary on an individual basis, rather than en masse.

Hook, J. N. "Footnote to 'A World of Words'." XLII (Sept. 1953), 334-336. (RT)

Describes the author's river-analogy with the "chief developments in the English vocabulary": the "headwaters are the Germanic languages"; merged into the "stream of Germanic and Celtic" comes Latin II; tributaries are labeled as Danish, Norman, Arabic.

Ingerson, Gordon H. "An Experiment in Vocabulary." XLII (May 1953), 265-267. (RT)

Headlines from the daily newspaper used to discuss and develop the meaning of a word unknown to students.

La Brant, Lou. "The Words They Know." XXXIII (Nov. 1944), 475-480.

A depth analysis of the complexities of vocabulary growth of students with specific suggestions of ways in which the school can stimulate vocabulary expansion.

Lindner, Mabel. "Vitalizing Vocabulary Study." XL (Apr. 1951), 225-226. (RT)

Details of a short, concentrated project of word study by grouping and association.

Makey, Herman O. "Compound Words." XL (Dec. 1951), 567-569.

Helpful information about casual and permanent compound words and their dictionary integration.

Mirfield, Josephine. "Vocabulary." XXXIII (Nov. 1944), 485-488.

A plan for vocabulary improvement by copying the sentence in which it was used and similar devices.

Morris, Charles R. "Clearing the Channel of Communication to the Classics." XXXV (Apr. 1946), 207-210.

Explains method of emphasizing vocabulary and spelling.

Olson, Helen F. "Affixes and Twelfth Grade Vocabulary Building." XLIII (Jan. 1954), 38-40. (RT)

A few techniques which demonstrate the benefit of affixes in the lifelong process of vocabulary building. Specific reference is made to this phase of language emphasis with regard to unit teaching.

O'Quinn, Gloria. "Vocabulary Panels for the Talented." LII (Feb. 1963), 114-115. (ST)

Panels and skits used to practice new vocabulary words. The efforts were humorous and the result gratifying.

Pence, Martha. "Specifics to Replace 'Said'." XLIII (Feb. 1954), 90-91. (RT)

Classroom experience which provoked the compilation of a list of words to replace "said." Project extended to encompass a consciousness of other connotative words.

Ragle, John W. "Something Old, Something New, Something Borrowed—A Vocabulary Program." XLV (Apr. 1956), 208-211, 221.

Various devices and suggestions for overcoming the student objection to "bookwords," words they think are never encountered outside of the classroom.

Sanders, John H. "Big Words Used Daily in the Press." XLIX (Oct. 1960), 483-484. (ST)

Reports a means of motivating students to increase their vocabulary by clipping words from newspapers and magazines.

Smith, Esther G. "The Vivid Phrase." XXXIII (May 1944), 262. (RT)

Project to make students aware that the original, vivid phrase resulting from keen observation vitalizes communication.

Strang, Ruth M. "How Students Attack Unfamiliar Words." XXXIII (Feb. 1944), 88-93.

A study of five methods of attacking unfamiliar words used by certain high school, college, and graduate students.

Swatts, F. Isabelle. "Seniors Will Play—With Words." XLII (Sept. 1954), 322-323. (RT)

Vocabulary game which makes students see, think, pronounce, and use new words.

White, William T. "Building a Vocabulary: A Suggestion." XXXVII (Mar. 1948), 153. (RT)

Describes teacher's use of the daily newspaper for vocabulary in the English class.

See also Word Study.

## Vocational Guidance — 294

See Guidance.

## Welty, Eudora — 295

Hicks, Granville. "Eudora Welty." XLI (Nov. 1952), 461-468.

The article analyzes Miss Welty's novels and, briefly, most of the stories in her various collections. Fascinated by the mystery of personality and distressed by the failure of human beings to understand each other, she lives amid the Southern life she writes about, penetrating her stories with the literary tradition of Western civilization.

## West, Jessamyn — 296

Carpenter, Frederic I. "The Adolescent in American Fiction." XLVI (Sept. 1957), 313-319.

Miss West's Cress Delahanty—along with the adolescents of Carson McCullers and J. D. Salinger—confronts evil and hypocrisy and searches for integrity.

## White, E. B. — 297

Beck, Warren. "E. B. White." XXXV (Apr. 1946), 175-181.

White's "writings, however personal, abound in that wide-ranging awareness and response essential to an achievement of literature's fullest dimensions."

## Whitman, Walt — 298

Cline, Jay. "Homemade Documentaries." XLVIII (Jan. 1959), 34-36. (ST)

Documentary on Walt Whitman produced by junior class with opaque projector and tape recorder.

## Wilder, Thornton — 299

Ballet, Arthur H. "In Our Living and in Our Dying." XLV (May 1956), 243-249.

"An exploration of the significance and appeal of Thornton Wilder's *Our Town* leads the author to nominate the play as 'the great American drama'."

## Williams, Tennessee — 300

Gassner, John. "Tennessee Williams: Dramatist of Frustration." XXXVII (Oct. 1948), 387-393.

Several characters in William's earlier one-act plays are prototypes of others developed in later full-length dramas, followed by an analysis and evaluation of some of the Williams' better known plays.

## Word Study — 301

Britain, James C. "Magic Words." XLI (Nov. 1952), 491-494.

A word-a-week as device for learning definitions and writing compositions.

McCullough, Constance. "Word Analysis in the High School Program." XLI (Jan. 1952), 15-23.

Suggestions for involving all students in short, frequent lessons growing out of reading augmented by individual search in books and magazines for new, interesting words.

Makey, Herman O. "Not the Sauce." XLI (May 1952), 254-257.

Four questions for teachers to answer as they ponder their part in helping students develop vocabulary.

Minton, Arthur. "Hard 'Easy' Words." XXXV (Nov. 1946), 500-502.

Unit to explain importance of acquiring the habit of discovering current word connotations—with illustrative instances.

Reynolds, William J. "Simple, Compound, Complex—Words, Words, Words." XLVI (Apr. 1957), 213-214.

Learning new words through their use in the various types of sentence structure.

See also Vocabulary.

## World Literature — 302

Cottrell, Beekman W., and Josephs, Lois S. "Love in the Tenth Grade." LII (Sept. 1963), 430-433.

Love as the focal point for a unit in world literature, a tenth grade study of such works as *Cradle Song, Carmen,* and *Cyrano de Bergerac.*

Raymond, Ruth. "Free Reading in World Literature." XLIV (Mar. 1955), 160-162. (ST)

Further understanding of themselves and of others: goals sought by pupils who read books by foreign writers or by authors who have firsthand knowledge of foreign countries.

Shanklin, Agnes K. "Adventuring in English I: A Cultural Odyssey." LII (Jan. 1963), 54-57.

Outline of a unit analyzing literature in historical context, beginning with the *Odyssey*

## Wouk, Herman — 303

Carpenter, Frederic I. "Herman Wouk and the Wisdom of Disillusion." XLV (Jan. 1956), 1-6, 32.

Wouk's work and technique are examined as he treated basic human problems in contemporary involvements; less known titles along with *Aurora Dawn, The Caine Mutiny,* and *Marjorie Morningstar.*

## Wright, Richard — 304

Jarrett, Thomas D. "Recent Fiction by Negroes." XLIII (Nov. 1954), 419-425.

Richard Wright in *Native Son* began a new kind of fiction by Negroes and of the various authors discussed is the most popular.

## Yearbook — 305

Hanson, Glenn. "Reflecting the Community through the Yearbook." XXXV (Feb. 1946), 90-94.

Suggests using local interests or peculiarities to lend vitality or theme to the school annual.

## Yeats, William Butler — 306

O'Gordon, Hannah Jean. "As It Appears to Me." XXXIII (Mar. 1944), 157-158.

An analysis of "The Lake Isle of Innisfree" by William Butler Yeats.

Ward, Herman M., Jr. "Thanne Longen Folk to Goon on Pilgrimages." LI (Apr. 1962), 287-288. (PA)

Opportunity to become acquainted with the works of the author was a feature of the Yeats International Summer School at Sligo, Ireland—the scene of the "pilgrimage."

# AUTHOR INDEX

The following author index is designed to direct readers to an annotated entry in the main text of the *Annotated Index to the English Journal, 1944-63.* The numbers cited are not page numbers, but NUMBERS OF TOPIC HEADINGS under which the annotations of articles are listed. Articles included under a topic appear in alphabetical order according to author; topic headings are numbered and listed alphabetically. For the page number marking the beginning of a topic, see the final index in this volume, an index of topics listing topic numbers and page numbers.

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